



Unified Budget Spreadsheet 2009 Biennium

Board of Education EPP Submission

Montana University System			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
				Base =	332,748,398
Present Law Adjustments					
See Summary Tbl		Campus and Research Units Present Law Adjustments ¹	13,984,664	18,804,486	32,789,150
03	2002	Fully Implement Governor's Postsecondary Scholarship	1,805,000	2,070,000	3,875,000
08	1001	Economic Development and Outreach	183,805	183,805	367,610
09	2001	WWAMI/WICHE/MN Dental	184,702	370,147	554,849
11	1002	Rent Increase	110,171	122,566	232,737
12	1004	Writing and Math Proficiency Workload Increase	48,000	54,000	102,000
13	1003	CEO Pay Increase	58,608	58,608	117,216
35	3001	Community Colleges Enrollment Growth	761,095	1,039,611	1,800,706
Total Present Law Adjustments			17,136,045	22,703,223	39,839,268
New Proposals					
01	1051	Improve Transferability and Student Data	1,673,633	226,367	1,900,000
02	2051	Improve Affordability for Students	2,500,000		2,500,000
04	2003	Increase Admin. Allowance Gov. Postsecondary Scholarship	28,000	28,000	56,000
05	9051	Statewide Plan for Health Care Workers Education	4,000,000		4,000,000
06	1052	Coordinate and Expan Distance Learning	475,180	124,820	600,000
07	1055	Expand Indian Education for All	425,666	74,334	500,000
10	1054	Improve OCHE IT Network and Security	55,000	25,000	80,000
21	9052	2-Year Programs & Econ Development - OTO	800,000		800,000
22	9053	MSU Northern Equip. & Program Development - OTO	600,000		600,000
23	9054	Recruitment & Retention UM Campus - OTO	250,000		250,000
24	9055	Skilled Industries Cluster Equipment - GFCOT - OTO	500,000		500,000
25	9056	Outreach - UM Campuses - OTO	725,000		725,000
26	9057	Student Retention Academic Success- MSU Billings - OTO	199,000		199,000
27	9058	Construction Trades Eq-MSU-Billings/COT - OTO	250,000		250,000
28	9059	Speech Pathology Startup & Equip UM Missoula - OTO	650,000		650,000
29	9060	Clasrm Instruct. Tech/Disaster Recov MSU BZ - OTO	1,000,000		1,000,000
30	9061	Establish AAS of Fire & Resecue and AAS of Paramedic - OTO	609,000		609,000
31	9062	Educ. Technology & Distant Learning MSU ES - OTO	168,000		168,000
32	9063	CAFS Technology Apparatus - MSU ES - OTO	217,000		217,000
33	9064	Research Equip Match - MSU Ag Exp Station - OTO	2,000,000		2,000,000
34	9065	Endowment for Rural Health Care - OTO	5,000,000		5,000,000
36	3051	Community Colleges - MontanaWorks Scholarship Program - OTO	5,000,000		5,000,000
37	3052	Community Colleges - MontanaWorks Distance Learning Project - OTO	2,000,000		2,000,000
38	3053	Community Colleges - Dual Enrollment: A Special Enrollment Project - OTO	750,000		750,000
39	3054	Community Colleges - Deferred Building Maintenance - OTO	3,000,000		3,000,000
40	3055	Community Colleges - New Program for Economic Development - OTO	3,000,000		3,000,000
Total New Proposals			35,875,479	478,521	36,354,000
Grand Total -- MUS			53,011,524	23,181,744	76,193,268

¹ State Share if the % (80%) remains the same as what was used in the 2007 biennium to calculate PLA.



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Board of Education EPP Submission

Office of Public Instruction			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
				Base =	547,565,227
Present Law Adjustments					
02	10009	District Retirement Fund	3,065,500	3,188,200	6,253,700
03	10002	K-12 Base Aid - Present Law	14,571,200	32,301,300	46,872,500
04	10010	Indian Education for All Payment	685,000	698,000	1,383,000
05	10011	New General Fund Components - Inflation	919,000	1,972,000	2,891,000
18	10003	National Board Certification	30,000	30,000	60,000
19	10006	Statewide Student Assessment (NRT)	27,500	42,500	70,000
20	33002	Gifted and Talented Staff Request	60,000	60,000	120,000
21	34007	Hearing Conservation Program	28,007	49,990	77,997
22	10008	Energy Cost Relief	2,000,000	2,000,000	4,000,000
23	22004	School Facilities Reimbursement	500,000	1,000,000	1,500,000
24	22003	Pupil Transportation Appropriation	130,000	130,000	260,000
25	22005	School Block Grants	766,141	1,153,584	1,919,725
26	22001	State Tuition Payments	336,000	336,000	672,000
27	22002	School District Audit Filing Fee	29,300	34,600	63,900
28	34001	Special Education Fiscal Effort	842,167	842,167	1,684,334
29	99002	Biennial Appropriations - Program 09	250,000	250,000	500,000
30	99001	Biennial appropriation - Program 06	350,000	350,000	700,000
Total Present Law Adjustments			24,589,815	44,438,341	69,028,156
New Proposals					
01	10001	Full-Time Kindergarten	12,500,000	12,500,000	25,000,000
06	10003	K12 Education Data System	2,030,294	1,741,294	3,771,588
07	34002	Special Education - Inflation	1,229,000	2,680,000	3,909,000
08	30001	Assistance to Montana Schools	970,674	935,484	1,906,158
09	13001	Indian Student Achievement and Dropout Prevention	93,234	93,234	186,468
10	13002	Indian Education - Professional Development	375,956	375,956	751,912
11	10012	School Employee Health Insurance Study - OTO	200,000	-	200,000
12	33003	Gifted and Talented Grants to Districts	100,000	100,000	200,000
13	35001	Adult Basic and Literacy Education	250,000	250,000	500,000
14	34009	Funding for High Cost Students	750,000	750,000	1,500,000
15	22006	School Finance Division FTE	148,446	139,649	288,095
16	23001	Storage Area Network (SAN) Replacement - OTO	160,000	-	160,000
17	23002	Surplus Computers for Schools	19,237	19,237	38,474
33	33004	School Support System Assistant	43,139	43,139	86,278
Total New Proposals			18,869,980	19,627,993	38,497,973
Grand Total -- Office of Public Instruction			43,459,795	64,066,334	107,526,129



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Board of Education EPP Submission

Board of Public Education			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
		Present Law Adjustments		Base =	344,511
01	1	Rent Increase	3,000	3,000	6,000
		Total Present Law Adjustments	3,000	3,000	6,000
		Grand Total -- Bd of Public Education	3,000	3,000	6,000

Montana School for the Deaf and Blind			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
		Present Law Adjustments		Base =	9,116,506
01	1	Extracurricular Compensation	26,243	26,243	52,486
		Total Present Law Adjustments	26,243	26,243	52,486
		New Proposals			
02	2	Retention/Recruitment of Highly Qualified Staff	272,165	272,165	544,330
03	3	Expansion of Outreach Services	398,411	398,411	796,822
04	4	Guidance Counselor	42,676	42,676	85,352
05	5	School Support	87,251	87,251	174,502
06	6	Education Audiologist	56,418	56,418	112,836
		Total New Proposals	856,921	856,921	1,713,842
		Grand Total -- School for the Deaf and Blind	886,164	886,164	1,766,328

Montana Arts Council			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
		Present Law Adjustments		Base =	806,284
05	5	Rent increase and move	20,046	13,146	33,192
06	6	Cultural Trust Shortfall and Corpus Replacement - OTO	594,000	-	594,000
		Total Present Law Adjustments	614,046	13,146	627,192
		New Proposals			
01	1	Information Technology Stabilization & Improvement	76,970	111,065	188,035
02	2	Arts Ed: Rural schools meet state arts standards	198,970	279,065	478,035
03	3	The Arts Mean Business - FARM< RANCH AND TOWN	104,970	135,065	240,035
04	4	Individual Artist Fellowship Program Restoration	1,579	133,424	135,003
		Total New Proposals	382,489	658,619	1,041,108
		Grand Total -- Montana Arts Council	996,535	671,765	1,668,300



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Board of Education EPP Submission

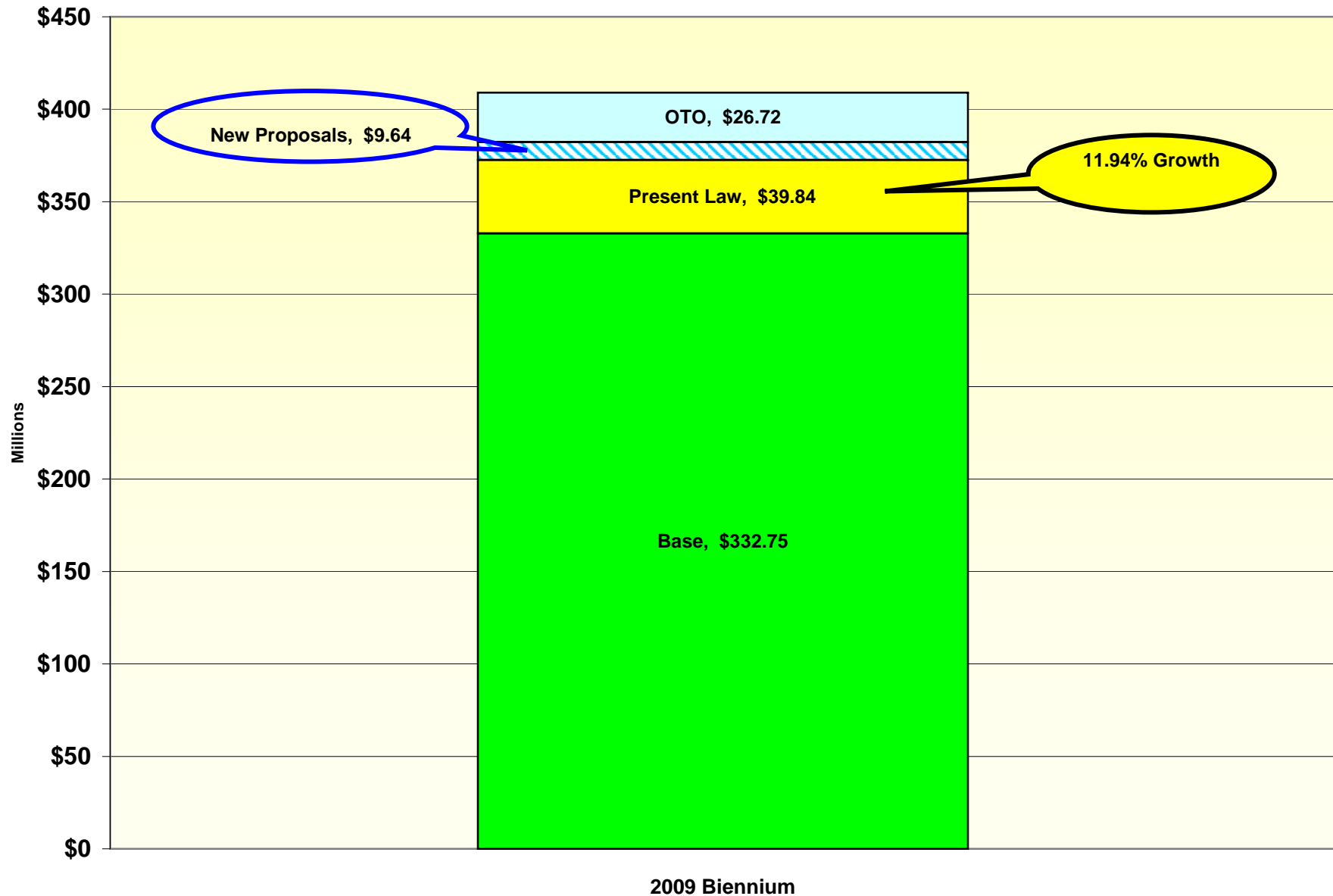
Library Commission			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
				Base =	3,477,622
Present Law Adjustments					
01	1	MSL Present Law Adjustments	190,000	190,000	380,000
02	3	State Publication Access	55,657	55,657	111,314
03	4	NRIS/Heritage	75,000	75,000	150,000
Total Present Law Adjustments			320,657	320,657	641,314
New Proposals					
04	5	Montana Shared Catalog	96,534	96,534	193,068
05	2	Statewide Information Access Program - OTO	2,000,000	-	2,000,000
Total New Proposals			2,096,534	96,534	2,193,068
Grand Total -- Library Commission			2,417,191	417,191	2,834,382

Historical Society			FY 2008	FY 2009	Biennial Total
Priority	EPP #	Description			
				Base =	4,120,808
Present Law Adjustments					
02	10001	Computer Replacement	19,200	19,200	38,400
03	30002	Request Funding for Education Officer	53,283	53,283	106,566
04	30003	Historical Interpretation Adjustment	6,800	6,800	13,600
05	30004	Scriver Center Cost Adjustment	10,364	13,711	24,075
06	40001	Montana The Magazine of Western History	42,433	42,433	84,866
07	60001	State Historic Preservation Office Funding	30,273	30,276	60,549
08	20001	Access to Montana Historic Collections	19,200	19,200	38,400
09	30005	Assistant Museum Preparator	43,551	40,225	83,776
10	30006	Museum Assistant Registrar Positions	85,844	79,192	165,036
11	30007	Indian Education for All coordinator	49,899	46,573	96,472
Total Present Law Adjustments			360,847	350,893	711,740
New Proposals					
01	30001	Return Museum Positions to General Fund	105,000	105,000	210,000
Total New Proposals			105,000	105,000	210,000
Grand Total -- Historical Society			465,847	455,893	921,740

Grand Total Board of Education All Units	101,616,199	90,058,234	209,907,445
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Board of Education Unified Budget Montana University System EPP 2009 Biennium

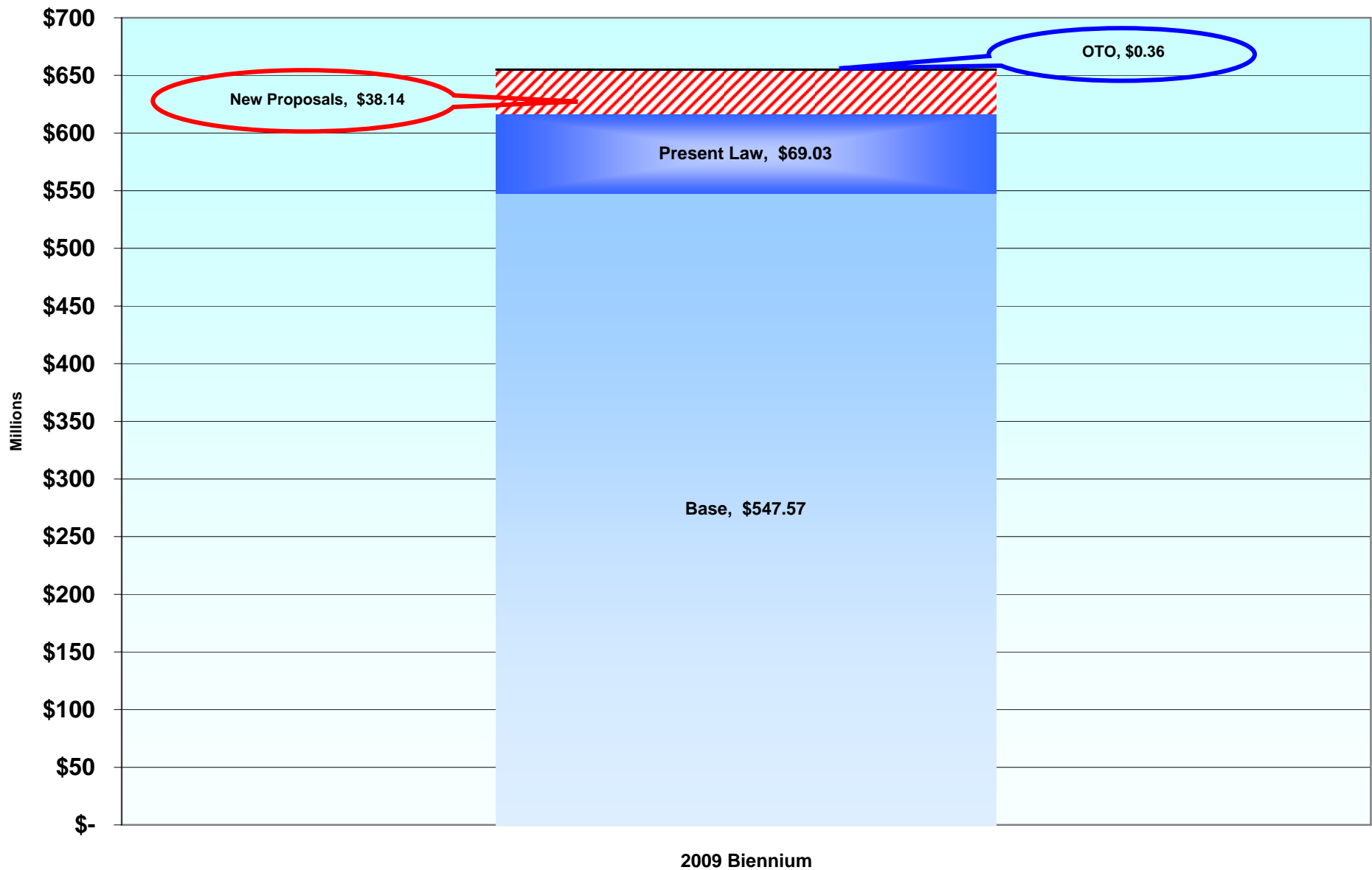


5/24/2006

Does not include annualization of 2007 biennium pay plan adjustments.
Base includes general fund and 6 mill levy.



Board of Education Unified Budget Office of Public Instruction EPP 2009 Biennium

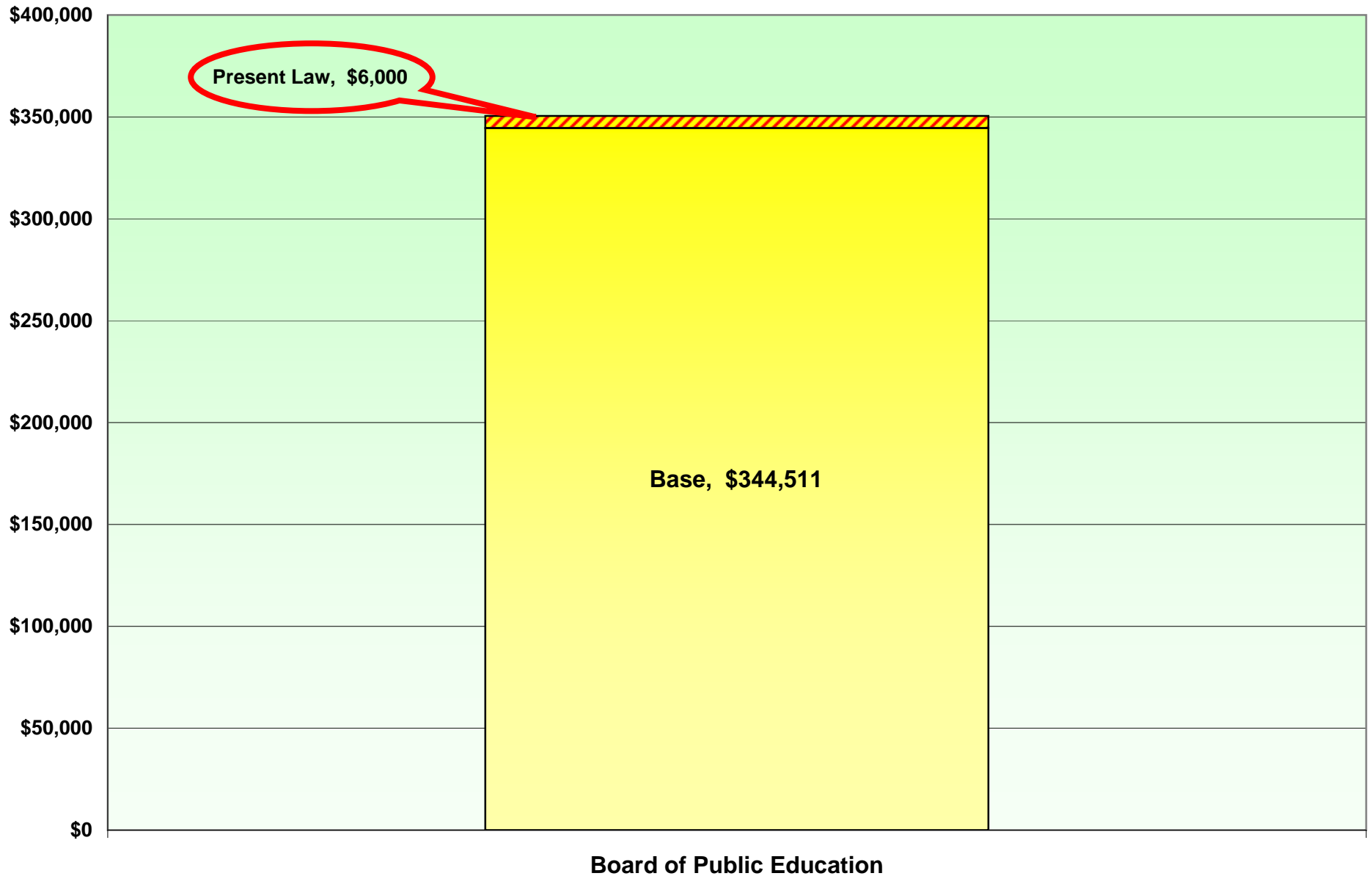


5/23/2006

Does not include fixed costs or annualization of 2007 pay plan adjustments.

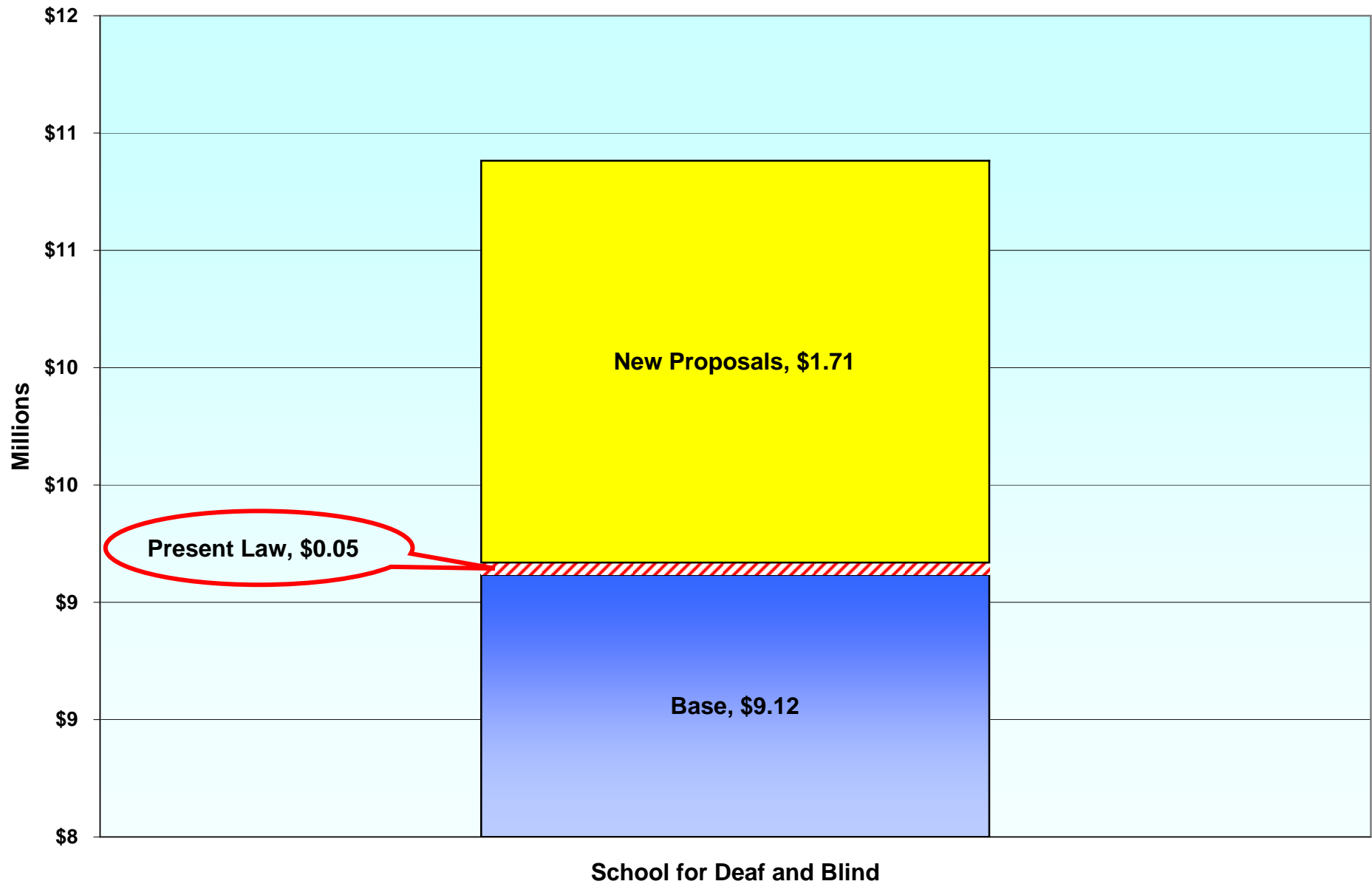


**Board of Education Unified Budget
Board of Public Education EPP
2009 Biennium**



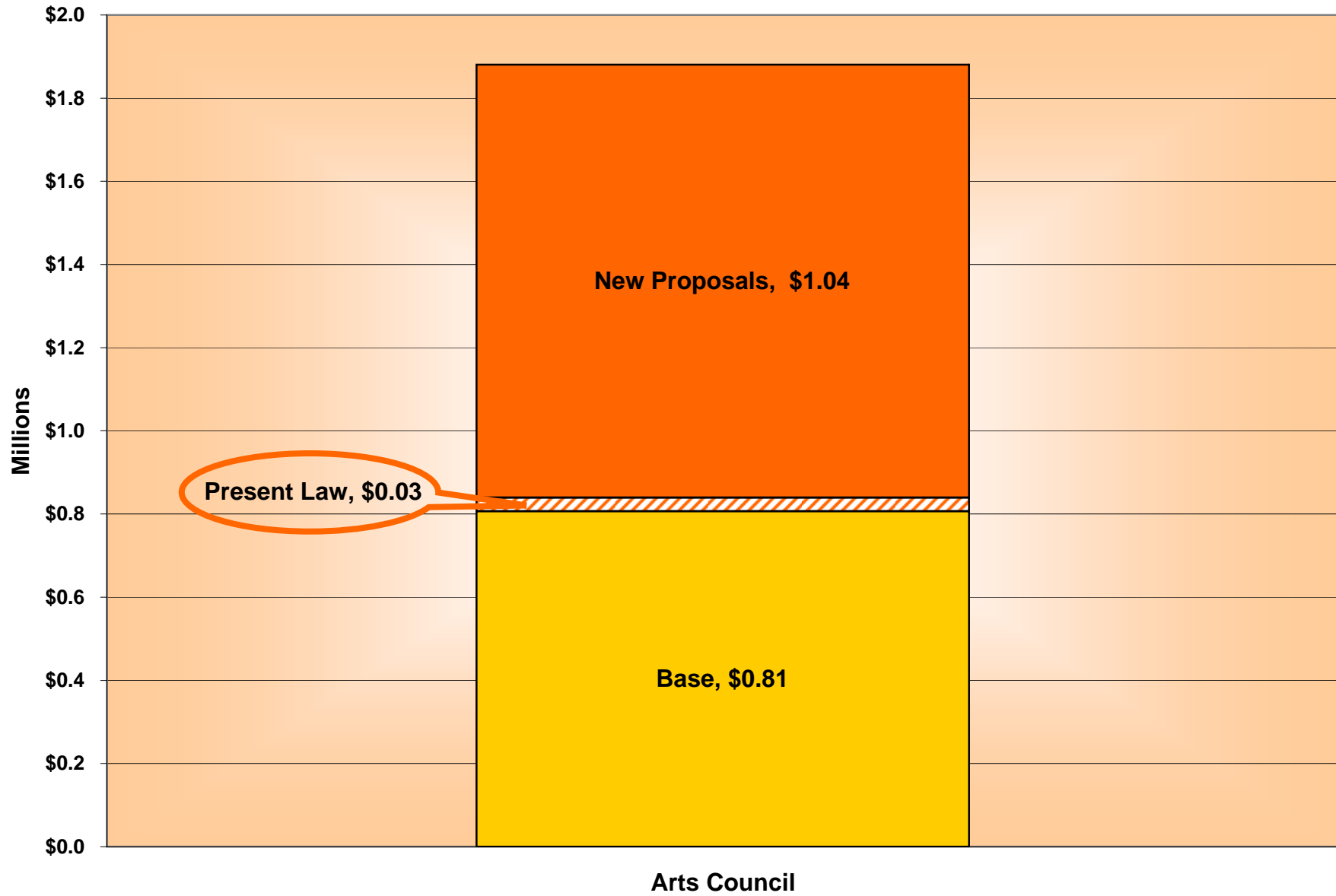


**Board of Education Unified Budget
School for the Deaf and Blind EPP
2009 Biennium**



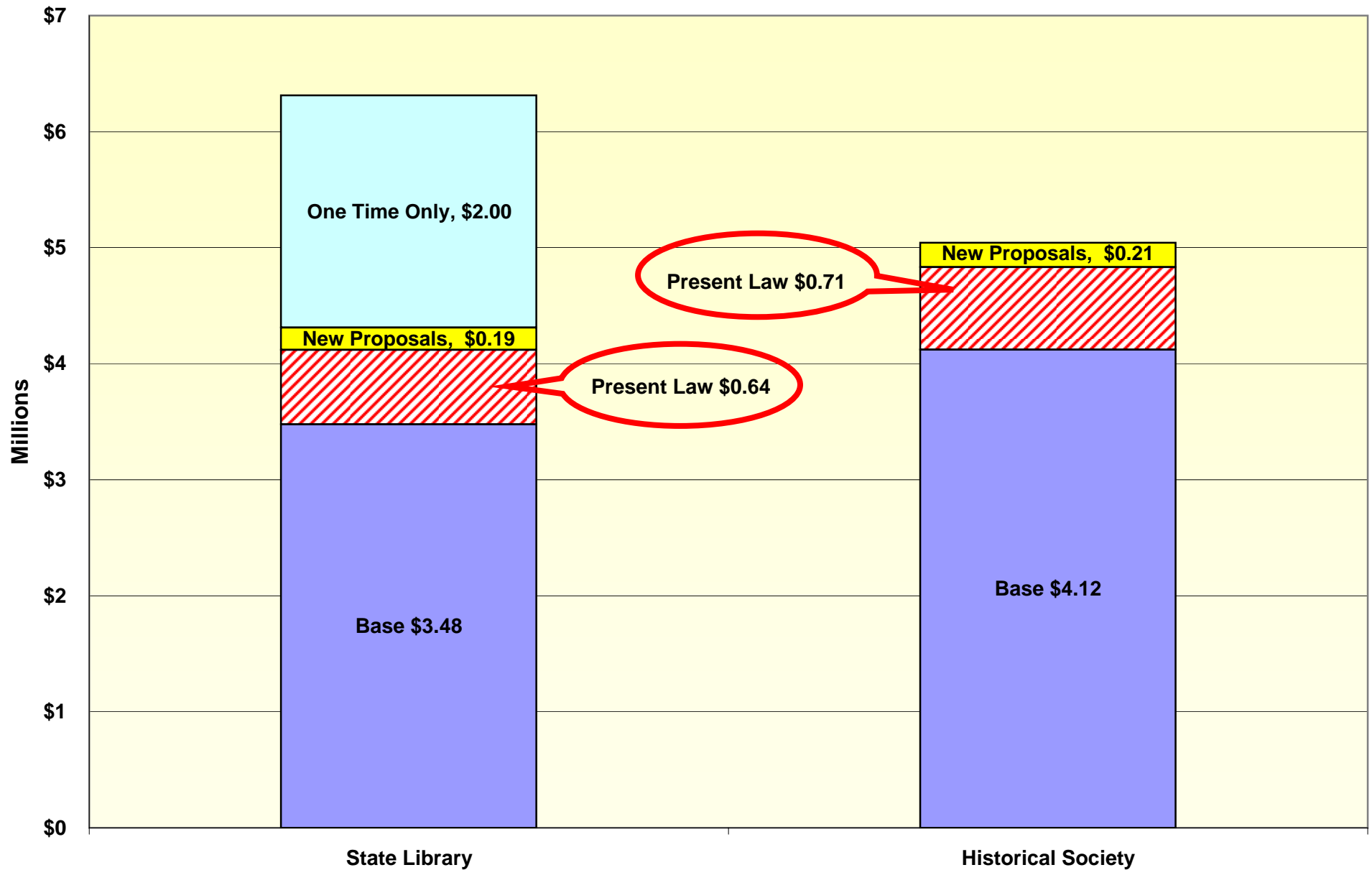


**Board of Education Unified Budget
Montana Arts Council EPP
2009 Biennium**



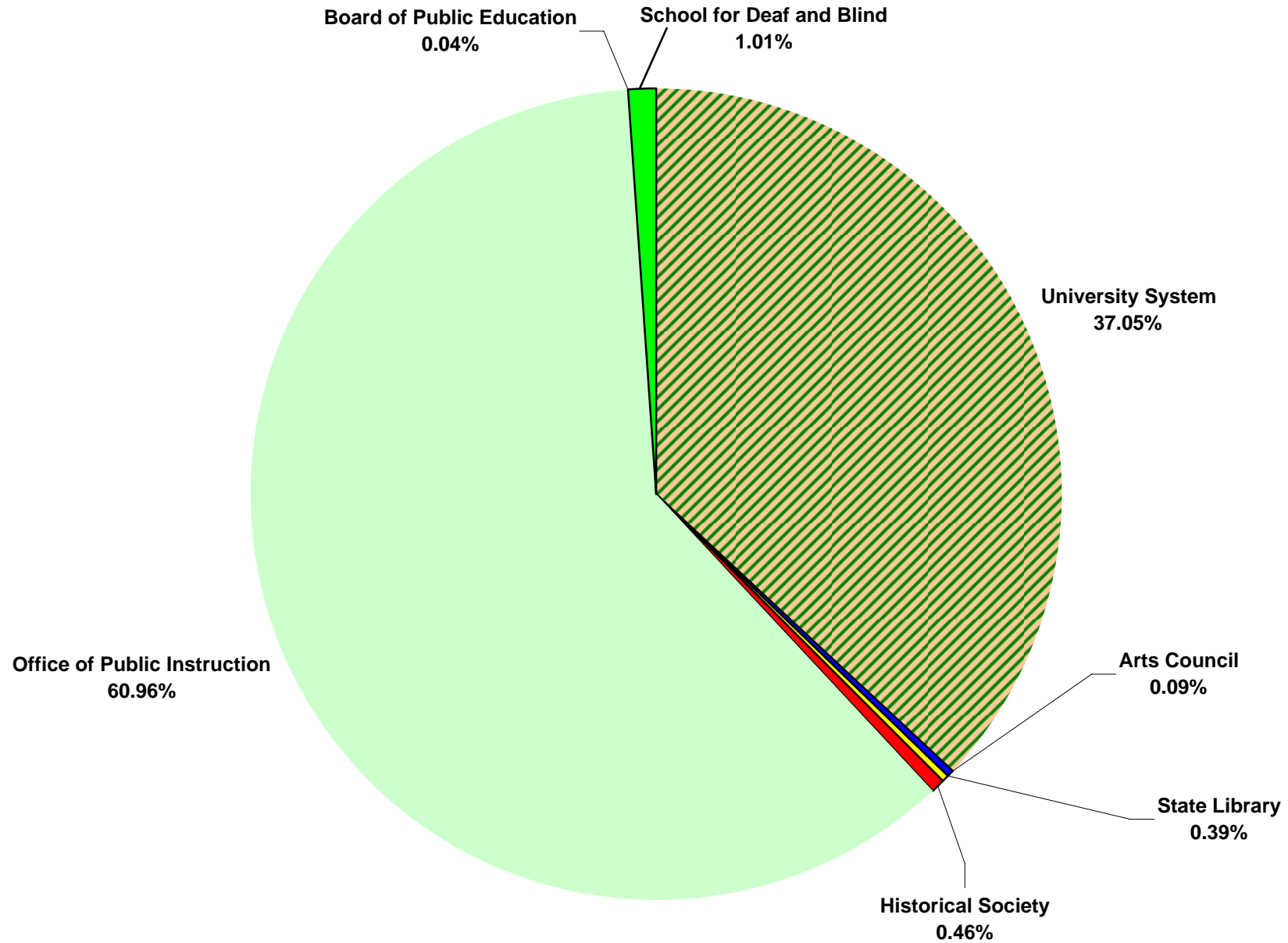


**Board of Education Unified Budget
State Library & Historical Society EPP
2009 Biennium**





Board of Education Unified Budget All Education Units Base Budgets ONLY 2009 Biennium





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Office of Public Instruction

Priority EPP # Description

01 10001 **Full-Time Kindergarten**

OPI This request is for \$25 million in the 2009 biennium to provide full-time ANB funding for kindergarten students enrolled in a full-time public school kindergarten programs. This proposal does not require schools to offer a full-time kindergarten program, but provides full-time funding for those districts that do. Nationwide, 63% of kindergarteners attend full-time kindergarten programs. Research shows that children who are enrolled in full-time kindergarten programs, in comparison to half-day programs, demonstrate a greater progress in literacy, math and general learning skills, significant gains in social and emotional development, fewer grade retentions and special education placements, higher scores on achievement tests and reduced behavioral problems.

The estimate of \$12.5 million per year in FY2008 and FY2009 is based on 70% of the state's 10,300 kindergarten students being enrolled in full-time Kindergarten. A 70% participation rate is OPI's best estimate given that not all schools have the facilities or staff to offer full-time kindergarten and not all parents would choose to enroll their students in a full-time program.

OPI estimates that approximately 425 FTE are assigned to teaching kindergarten classes. If the number of FTE with kindergarten assignments increases by 300 FTE as a result of shifting to full-time programs, the cost of the quality educator payment will increase by \$600,000.

Kindergarten is a vital step in starting children on a successful path to learning. Full-time kindergarten offers significant long-term benefits for the student and society in terms of greater academic achievement. Studies in other areas of the nation indicate that full-time kindergarten may generate cost savings as well. A study of 17,600 Philadelphia children found that full-time kindergarten helps children from low-income families perform better and saves the school district millions of dollars through significantly reduced grade retention in grades 1-3.

02 10009 **District Retirement Fund**

OPI This general fund request is for \$6.254 million for the 2009 biennium to allow school districts to access the district retirement fund for retirement benefits associated with all school employees. The 2003 legislature changed the traditional method for charging district retirement fund expenses by limiting charges to only those school employees who are paid from state or local funding sources, federal impact aid, or the district school food services fund.

Making this statutory correction will once again allow school districts to use federal funds to provide educational services to economically disadvantaged and special needs students who are the primary beneficiaries of federal education programs.

03 10002 **K-12 Base Aid - Present Law**

OPI This request is for \$46.872 million in the 2009 biennium as the present law adjustment for K-12 BASE aid. This cost estimate is based on a 2.76% inflationary adjustment for FY 2008 and a 3% inflationary adjustment for FY 2009 applied to the basic and per-ANB entitlements.

OPI estimates that the average number belonging (ANB) will be as follows for FY 2006 through FY 2009.

	FY 2006	FY 2007	FY 2008	FY 2009
K-6 ANB	71,969	71,660	71,352	71,046
7-8 ANB	24,538	23,807	23,705	23,603
9-12 ANB	49,284	48,775	48,566	48,357
Total	145,791	144,242	143,623	143,006

ANB counts are projected to decline by 0.43% in FY 2008 and by 0.43% in FY 2009.

These estimates do not include any increases for special education or any other general fund components.

04 10010 **Indian Education for All Payment**

OPI This request is for \$1.382 million in the 2009 biennium for funding for the Indian Education for All payment to school districts. This proposal sets the funding level at the greater of \$100 for each district or \$25/ANB.

The Indian Education for All payment provides funding for instruction to students and teachers that recognizes the unique cultural heritage of American Indians. The requested funding provides a 25% increase in the per-ANB funding rate in order to accelerate the opportunities for schools to meet the statutory and constitutional provisions to teach all Montana students about the contributions of American Indians to Montana's cultural heritage. Funding will be used by districts to provide professional development opportunities to teachers and to provide instructional materials for the



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Priority EPP # Description

classroom.

05 10011 New General Fund components – Inflation

OPI This request is for \$2.891 million in the 2009 biennium to provide inflationary increases for the quality educator payment, at-risk student payment, and the American Indian achievement gap payment. The inflationary rates are 2.76% for FY2008 and 3.0% for FY2009.

These three school general fund payments were created by the legislature in the December 2005 special session to ensure that the State of Montana is providing resources for all of the components of a basic system of quality education as defined in 20-9-309, MCA. Inflationary adjustments are needed to provide school districts with the financial resources to continue to employ qualified and effective teachers and administrators and to meet the special needs of students who are American Indian and/or at-risk of not progressing in school.

06 10003 K12 Education Data System

OPI This request is for \$3.772 million for the 2009 biennium to support K-12 Education Data Systems. The 2005 legislature provided one-time only funding for the 2007 biennium for the development costs of the student information system. This EPP request is for funding to cover expenses related to maintaining and enhancing the existing student information system and e-grants systems, expanding the system to include data on school staffing, and for the purchase of equipment necessary to operate secure and reliable data systems. The proposal positively impacts students in Montana's K-12 schools by improving data collection practices and the quality of data about Montana students and educators. We will be able to make better decisions about strategies to recruit and retain highly qualified teachers and to improve educational services to students.

The proposal includes the following components:

1) Maintaining and enhancing the student information system and data warehouse.

Funding will be needed for on-going contracts with vendors and for personal services and operating budgets for 4.0 FTE at OPI, including the OPI project manager, data resource administrator, database administrator, and student records manager. OPI also proposes to allocate \$450,000 annually to assist schools with the exchange of data between local district systems and the state education data systems.

2) Expanding the K-12 education data systems to include data on school staffing, including teacher qualifications, experience, professional development, teacher mobility, personnel assignments, employment status, and salary and benefit information. Funding will be needed to contract with vendors/facilitators to design the data models and for 2.0 FTE at OPI to implement the expanded data collections.

3) Purchasing of servers, backup and offsite disaster recovery services, and facilities for equipment necessary to operate the data systems.

The proposal positively impact students in Montana's K-12 schools by improving data collection practices and the quality of data about Montana educators, we will be able to make better decisions about strategies to recruit and retain highly qualified teachers and to improve educational services to students.

07 34002 Special Education – Inflation

OPI This request is for \$3.909 million for the 2009 biennium to provide an inflationary increase in the state appropriation for special education. This cost estimate is based on a 2.76% inflationary adjustment for FY 2008 and a 3% inflationary adjustment for FY 2009. The additional cost for district and county guaranteed tax base (GTB) aid is included in the EPP request. This proposal will increase the state special education appropriation to \$40.434 million in FY2008 and \$41.647 million in FY2009. The estimate of increased GTB costs associated with the state special education appropriation are \$143,000 in FY2008 and \$381,000 in FY 2009.

The state share of special education expenditures in FY2005 was approximately 52% of total special education expenditures in the district general fund. This compares to a state share of 60% in that same year for general education expenditures in the district general fund. It is critical that the state appropriation for special education at least keep pace with inflation and not slip further from parity with the state share of district general education expenditures.

08 30001 Assistance to Montana Schools

OPI This proposal identifies the needs local schools currently face and provides for the staff and resources necessary to meet those needs. Montana teachers, administrators and trustees must have the information and tools necessary to ensure a basic system of quality education guaranteed in the Montana Constitution for all Montana students. Montana schools must improve academic performance and graduation rates, increase attendance rates and decrease dropout rates. This Assistance to Montana Schools request provides the necessary funding to hire 6.0 FTE, and their requisite operating expenses, in the Office of Public Instruction to provide needed technical assistance to Montana elementary, middle and high schools. Often, it is necessary to develop strategies unique to each child in order to



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Priority EPP # Description

ensure success. This proposal will provide the resources necessary to assist Montana schools in successfully preparing children for school as well as keeping them in school through graduation. To meet this need, 6.0 FTE are requested to provide assistance in curricular areas such as Mathematics, Science, Language Arts, Library Media, Early Childhood and Guidance Counseling. The FTE would be charged with providing the following services to Montana schools and Montana units of higher education that prepare teachers for our K-12 system:

- ~ Provide school and district-level technical assistance on best practice in curriculum development, instruction, and assessment,
- ~ Provide assistance to schools in improving learning for all Montana students,
- ~ Develop resources for teachers and administrators based on research-proven, best practices,
- ~ Assist in "translating" rule to practice,
- ~ With the Montana units of higher education, improve teacher educator preparation programs,
- ~ Determine the professional development needs of schools on a regional basis and assist in the delivery to school personnel,
- ~ Provide research-based instructional strategies and training to teachers,
- ~ Assist in local school and district long-range planning for continuous improvement,
- ~ Assist schools in working with teachers, parents and students in career and academic planning that meets each student's unique interests, needs and aptitudes, and
- ~ Assist schools in developing educational experiences that promote increased graduation rates.

09 13001 *Indian Student Achievement and Dropout Prevention*

OPI The Office of Public Instruction (OPI) requests \$191,434 for each year of the biennium in general funds to create a statewide system to address the historic and notable low achievement and high dropout rates of American Indian students in Montana. The request includes 2.0 FTE for working with schools to analyze successful practices and strategies related to improving attendance and graduation rates and reducing dropout rates. This is a biennial appropriation request.

According to Article X, section 1(1), of the Montana Constitution, every student in Montana is guaranteed the equality of educational opportunity through a system of education that is designed to develop their full educational potential. This constitutional promise is not being fulfilled for a particular segment of the school population. Many Indian students, as demonstrated by data over time, have consistently dropped out or underperformed in school. Additionally, the Montana Supreme Court, in *Helena Elementary School Dist. v. State* (1989), held that Article X, section 1(2), the Indian Education for All clause, "establishes a special burden in Montana which must be addressed as a part of the school funding issues."

As an example of the historic data that demonstrates an achievement gap, Indian students constitute 75 percent of the total Jr. High Dropout rate. And while Indian students account for 10 percent of the total high school enrollment, they account for 24 percent of the total dropouts. Further, only 49 percent of Indian students score proficient or advanced in Iowa Tests of Basic Skills (ITBS) reading compared to 79 percent of white students. And only 48 percent of Indian students score proficient or advanced in ITBS math compared to 78 percent of white students. In fact, when one looks at any educational or social measure, American Indian students will, as a whole, under-perform. Acquiescence of these issues by educators and the state must end if ALL of Montana's citizens are to become a viable part of the state's economic future - for success in education and success in economics walk hand-in-hand.

The 2005 special legislative session acknowledged that an achievement gap exists between Indian and non-Indian students and appropriated funds directly to local schools so they could begin to close that gap. OPI was not given any funds, however, to assist schools in addressing this achievement gap.

OPI proposes to address this achievement gap by gathering data, delivering technical assistance, researching best practices, and assisting teachers to increase their knowledge about teaching students from cultural and economic backgrounds different from their own. Funds will also address the high drop out rate of Indian students. The Indian Education Achievement Specialists would help local schools address both of these issues so all students are offered an opportunity to develop their full potential - whatever that may be - through our public school system.

10 13002 *Indian Education - Professional Development*

OPI The Office of Public Instruction (OPI) requests 4.5 FTE and \$375,956 in general funds in each year of the biennium to develop a statewide system of professional development to fully implement Indian Education for All at the local school district level. Indian Education for All is a constitutional obligation for the Montana education community as stated by Montana Constitution Article X, section 1(2), and explained in *Columbia Falls School Dist. vs State*. The 2005 Legislature included Indian Education as a necessary educationally relevant factor in its definition of a quality education. This is a biennial appropriation request.

A new era in Indian Education started with the 2005 Regular and Special Legislative funding for both the OPI and



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Priority EPP # Description

local districts. With this new funding, the OPI is developing a comprehensive menu of materials and resources both through OPI activities and by partnering with other outside curriculum developers.

The OPI continues to offer technical assistance to local districts so those local districts can better integrate their local curriculum and lessons to include content about American Indians and Tribes in Montana. The OPI creates and develops guidance for textbook and material evaluation, lesson integration, children's literature review and suggestions, and also assists collaborative efforts between local districts and tribal educators.

Indian Education for All will become a reality, however, only if it reaches classrooms and students. If these rich culturally relevant materials and resources are to reach teachers, several things need to happen:

1. professional development;
2. professional development; and
3. professional development.

Professional Development must first increase teachers' basic knowledge of Indian history and contemporary issues so they have the necessary knowledge to teach content. Then teachers must learn the appropriate pedagogical practices to deliver the content that the OPI and other groups have developed. According to the 2005 OPI Annual Data Collection (ADC):

- 74% of schools surveyed ranked their administrator(s)' knowledge of Indian Education for All as low to medium.
- 90% ranked their teachers' knowledge of Montana American Indian contemporary issues as low to medium.
- 85% ranked their teachers' knowledge of American Indian history as low to medium.

The survey identified the two greatest needs for implementing Indian Education for All as presenters and teacher training.

Although the OPI is currently partnering with existing structures of regional professional development providers, those entities also lack content knowledge of American Indian historical and contemporary issues. The OPI works with those entities to provide them the necessary content to provide to schools and teachers, but those entities still struggle with both the content and the delivery of appropriate material. It could be that those entities feel overwhelmed, under-prepared, or unqualified. Additionally, these existing structures do not reach all schools and classrooms, an aspect that is necessary for full implementation of Indian Education for All. It is necessary that the OPI assist local districts in their implementation processes, including OPI assistance to local districts in determining the best use of new local Indian Education for All funding. Teachers cannot teach what they do not know. The OPI needs to provide the necessary leadership in this area or the efforts of material and resource development may prove futile.

This proposal includes an additional specialist (1.0 FTE), half-time administrative support (0.5 FTE), and 10 to 15 regional part-time field personnel (3.0 FTE), to deliver professional development concerning Indian Education for All. The Indian Education Professional Development Specialist would oversee the regional personnel to implement Indian Education for All efforts and initiatives.

The regional part-time field personnel, or 3.00 FTE, will establish a system of professional development content, processes, and trainers to provide technical assistance and advice to school districts in their regions.

11 10012 **School Employee Health Insurance Study**

OPI This request is for \$200,000 in the 2009 biennium to study options for providing health insurance for Montana's school employees in a comprehensive, efficient and effective manner. The funding request is for OPI to coordinate the study using an independent contractor with participation from legislators, the Governor's budget office, and the education community (teachers, administrators, and school trustees).

Previous legislative studies and studies by other education stakeholders have recognized the need to address the adequacy of health insurance coverage provided to school employees and the inequities from district to district in the level of coverage. Resources are requested to develop health insurance options that provide an adequate and affordable level of coverage to school employees. The recommendations of the study commission would be presented as a legislative proposal in the 2009 legislative session.

12 33003 **Gifted and Talented Grants to Districts**

OPI This request for \$100,000 in each year of the biennium would increase the minimal funding available to Montana schools for gifted and talented programs that are required by law and Board of Public Education Accreditation standards. Without an increase specifically earmarked for these programs, school district general fund budgets must



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bear the cost. The gifted and talented program is currently funded at \$250,000 in each year of the biennium. The amount of resources directed toward these vitally important programs is significantly less than what is required to operate educationally sound and effective programs for gifted and talented students. These students' gifts and talents often are neglected to the point that extraordinary potential for human advancement is squandered.

13 35001 **Adult Basic and Literacy Education**

OPI The purpose of this proposal is to request an increase from the current appropriation of \$275,000 per year in state general funds to \$525,000 per year in state general funds for adult basic and literacy education (ABLE). Increasing the appropriation will allow for more funding to serve students in up to three additional sites located in underserved or un-served areas of the state, and for additional resources to currently funded programs to increase the numbers of students served and to meet mandatory requirements. Additional funds will also provide local programs much needed resources to meet the demands of serving an increasing number of out of school youth.

The passage of the Workforce Investment Act of 1998 has had profound impact on the ABLE program. The No Child Left Behind Act (NCLB) has also influenced how the federal investment for ABLE is evaluated. The current level of combined state and federal funding does not provide the resources to address new mandates, to include continuous improvement, accountability, assuring that highly qualified teachers are employed in programs, and that professional development opportunities are provided to assure quality instruction.

14 34009 **Funding for High Cost Students**

OPI This request is for \$1.5 million in state general fund for the 2009 biennium to cover the increased cost of tuition for students with disabilities who are attending school in a district as a result of a state agency or court-order placement. OPI will propose legislation to change the method for calculating special education add-on tuition to more fully reflect district costs.

The cost of providing services for certain students with disabilities can be extraordinary. This proposal provides a method to help schools cover extraordinary costs by allowing schools to access the tuition fund to permissively levy to cover per student costs in excess of two times the state's average per pupil expenditure. The revenue generated in the tuition fund would be transferred to the provider of the special education services; the provider might be the resident district, another school district or consortium of districts, or a special education cooperative.

School districts continue to struggle to cover the costs of providing services to children with significant physical and behavioral needs. These costs are not predictable, and sometimes have a significant impact on the budget of a small district. This perennial problem is likely to be amplified in coming years with continuing growth in therapeutic group homes and foster care and with the increase in numbers of children with significant needs, particularly children with autism. This proposal includes a stop loss provision for the district general fund budget by allowing districts to access a permissive levy in the tuition fund to cover high cost special education services.

Presently, the State supports districts that serve students whose programs are high cost through a funding formula that includes block grants and a provision known as "disproportionate costs." However, appropriation levels have never allowed reimbursement for disproportionate costs to exceed \$.40 on the dollar and not all schools are eligible for the funding. Furthermore, this money is received by school districts two years after the expenditure. This lag time presents a significant challenge for district budgets.

Montana also supports schools through House Bill 2 language that authorizes the OPI to distribute leftover amounts from the appropriation for education costs for children in residential treatment and children's psychiatric hospitals. In FY 06, OPI received \$1.9 million worth of requests for approximately \$600,000 in available funds. This fund, though important, is a stopgap measure and cannot be depended on to consistently and systematically address the issue. For example, in FY 2002 only \$272,000 was available for distribution to schools.

The solution to this problem requires a multifaceted approach. The first approach is to allow schools to permissively levy in the tuition fund for special education costs above a specified threshold. The second is to revise administrative rules used when calculating tuition payments to ensure that tuition payments made by the state fully cover the excess costs of providing special education for nonresident children. The third is to allow special education cooperatives to receive tuition payments when providing center-based programs.

This multifaceted approach includes the following:

1. **Stop Loss.** This provision would allow districts to permissively levy in the tuition fund to cover special education costs when the costs of serving a student exceed twice the state's average per pupil expenditure, provided that the costs are identifiable on a specific per student cost basis or on a program unit cost basis. Funds would be deposited in the Miscellaneous Programs fund. The OPI will need rule making authority to define per student costs for those costs that are unique to the student and for program unit costs to determine average per student



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costs. This portion of the proposal would not impact the state's general fund. It is estimated that portion of the proposal would generate an additional \$1 million from local sources.

2. Tuition Payments. Montana public school district representatives continually express concerns that the amount of tuition payments received by the serving district does not cover district costs of providing an education for students with disabilities. State administrative rules need to be revised to ensure that tuition payments to serving schools cover costs of providing an education. Correcting this deficiency will require a revision to the formula for calculating tuition amounts which will increase state costs. A revised formula will include additional amounts for direct support and administrative time managing services for high cost out-of-district students. It is estimated that this portion of the proposal would impact the state's general fund by approximately \$500,000 for payments of mandatory tuition.
3. Cooperatives. Public school tuition can only be paid to public schools. While state law permits full service education cooperatives to perform any or all education administrative services, activities, and undertakings that the school district entering into the contract is authorized by law to perform, unlike school districts, there is no vehicle for schools to make tuition payments to cooperatives that provide a center-based educational program for member schools. There is a growing need for center based programs that specialize in providing services to children with low incidence disabilities, such as autism. Establishing a vehicle to fund special education cooperatives that provide center-based program(s) serving multiple districts will provide additional service delivery options and will increase the number of center based programs thereby increasing tuition payments. Estimated cost to the state's general fund for mandatory tuition payments is \$250,000. Estimated additional costs for tuition payments through permissively levied amounts from school districts is \$250,000.

15 22006 **School Finance Division FTE** OPI

The School Finance Division requests 2.5 FTE (1.00 FTE financial specialist, 1.00 FTE administrative support, and 0.50 FTE computer programmer who will be supervised by the IT Division) and the related personal services/benefits and operating costs to implement the state's school budgeting, accounting, and funding programs.

The Division's FTE has remained practically unchanged for 15 years. During that time, the number of payment programs more than doubled from 8 to 19, and numerous duties and responsibilities have been added to the school funding system. The Division's staff only grew by 1.0 FTE during that time, to a total of 9.0 FTE.

The increasing demand for quality school financial data has outgrown the Division's ability to provide the service. A position that originally acted as the lead school accounting specialist has been trying to serve a variety of purposes, including data management and reporting, technical accounting assistance for school clerks, and maintenance of the electronic data collection system. However, the data management and reporting responsibilities now require the full time of this position, leaving no time for the original duties. Consequently, technical accounting assistance for schools, which is necessary to ensure quality school financial data is available for decision-making, can no longer be supported with the same position.

Specific FTE Justifications ~

Funding this request will enhance efficiency of the agency in providing governmental services, as explained below.

1.00 FTE Financial Specialist will:

- enable the Division to adequately address the data needs of Legislators and other school finance data users by restructuring to provide a full-FTE data management and reporting position.
- allow the Division to give adequate training for school district personnel on extremely complex, rapidly-changing school finance laws and professional accounting standards. Schools gain efficiency by relying on the centralized expertise of OPI School Finance Division staff for information and assistance with. Schools will spend less time and money getting answers, so the state education dollars and taxpayer efforts will go farther.

1.00 Administrative Specialist will:

- handle clerical work and routine duties that could be more efficiently and inexpensively done by an administrative specialist, freeing up other staff time to address more complex issues. The Division currently has no administrative support staff.

0.50 FTE Computer Programmer will:

- protect the state's "investment" in the MAEFAIRS computer system, which supplies all the state's school finance data. MAEFAIRS handles enrollment/ANB, budgets, school expenditure and revenue reports, transportation, and payments. The system is one of the largest computer systems in the state and it



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accommodates payments under one of the largest budgets of state government. The complexity and importance of the program demands that the state assign a position to work with the current programmer as a backup.

- ensure continuity of essential services to schools by allow the agency to cross-train another staff person on this complex, highly integrated computer system. The Division currently has only one programmer who is responsible for all programming of the MAEFAIRS system.

Background ~

The School Finance Division (aka "Distributions to Schools") was established in its current form after the 1989 Session, when Montana implemented Generally Accepted Accounting Principles in K-12 school districts under HB 28. This Division currently has 9.00 FTE and is supported by 1.00 FTE computer programmer. They have no administrative support staff.

16 23001 **Storage Area Network (SAN) Replacement**

OPI The OPI Storage Area Network (SAN) is a machine that houses the OPI servers that contain OPI's data and computer software. The SAN was purchased in 2004, will be obsolete in 2008, and will no longer be on a maintenance contract. The state's standard replacement period for this type of equipment is 4 years, and the equipment and software must be replaced in 2008. The cost is \$71,000 for SAN equipment, \$66,000 for SAN software, and \$23,000 for fiber switches. This results in a one-time cost of \$160,000 in the first year of the biennium.

The SAN replacement was included in the State IT Plan for the biennium (OPI IT Plan, March 2006 "ITO 3-0 Replace existing SAN").

The SAN supports all OPI computer and network operations, including internal and external email, computer software and data that are shared by OPI staff, payment programs used to make school district payments, and data capabilities that allow collection and processing of data used for legislative, federal, and statewide reporting. The SAN is essential to OPI's work as an agency supporting K-12 education.

If the SAN is not replaced in 2008, OPI must be prepared to deal with disruptions of operations and service for indeterminable lengths of time pending repairs, would have to pay \$90-100 per hour for repair services, and would have to buy parts, which might become unavailable due to the age of the equipment.

17 23002 **Surplus Computers for Schools**

OPI This request for \$19,237 in each year of the biennium will pay a portion of the rent on the facility used by OPI to warehouse, process, and distribute surplus state computer equipment to school districts across the state under the Surplus Computer Program. The request also funds the lease of a small equipment van for hauling computers and monitors from donating state agencies in Helena to the facility. The older model small truck with a topper that is currently used for this purpose is too low to allow loading with hand trucks or pallets, and it requires strenuous manual effort that may cause back injury. Each year, this highly successful program provides thousands of donated surplus computers to school districts.

18 10004 **National Board Certification**

OPI This proposal is for payment of stipends in the amount of \$3,000/ teacher to Montana teachers who achieve certification from the National Board for Professional Teaching Standards. OPI estimates that 20 teachers will be eligible for the stipends in each year of the 2009 biennium.

Section 20-4-134, MCA provides for the payment of a one-time stipend of \$3,000 to any teacher who achieves certification from the National Board for Professional Teaching Standards. Stipends were paid to five teachers in FY 2006. OPI expects to pay stipends to 15 teachers in FY 2007.

The FY 2006 present law base includes \$30,000 for the payment of stipends. This proposal requests to increase the funding for stipends by \$30,000 in FY 2008 and by \$30,000 in FY 2009. Under this proposal the total amount paid out in stipends would be \$60,000 in FY 2008 and \$60,000 in FY 2009.

19 10006 **Statewide Student Assessment (NRT)**

OPI This request is for a present law adjustment to fund the increased costs associated with the Office of Public Instruction's contract for administration of a statewide norm-referenced test in grades 4, 8 and 11. The statewide student assessment is required by the Administrative Rules of the Board of Public Education for the accreditation of schools. The Office of Public Instruction estimates that the cost of a new contract will be \$310,000 in FY 2008 and \$325,000 in FY 2009. The present law base for the Statewide Student Assessment is \$282,500. The present law adjustment for FY 2008 is \$27,500 and for FY 2009 is \$42,500.



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Priority EPP # Description

The Board of Public Education's Rule 10.56.101 ARM requires a single statewide assessment system for accredited schools that assesses reading, communication arts, mathematics, science, and social studies in grades 4, 8, and 11. All accredited schools must participate in the statewide student assessment. The results must be provided to the Office of Public Instruction and to school districts. The Superintendent of Public Instruction is required by statute (20-9-106 (27), MCA) to release the results of the statewide student assessment to the public.

The Office of Public Instruction's contract with Riverside Publishing Company for the administration of the Iowa Test of Basic Skills (ITBS) in grades 4 and 8 and the Iowa Test of Educational Development (ITED) in grade 11 terminates on June 30, 2007. The current contract has been in place for seven years and cannot be renewed without issuing a new Request for Proposals. Based on estimates provided by Riverside Publishing Company, the Office of Public Instruction estimates that the cost of a new contract will be \$310,000 in FY 2008 and \$325,000 in FY 2009.

20 33002 *Gifted and Talented Staff Request*

OPI This request for \$60,000 in each year of the biennium would continue the 0.50 FTE support for a gifted and talented specialist that was funded in FY 2007 by the previous legislature. This funding supplements the minimal funding available to the OPI to administer the gifted and talented programs that are required by state statute and Board of Public Education Accreditation standards. Without an increase specifically earmarked for administration of these programs, OPI must bear the cost of this unfunded mandate. This position is critical to assist school gifted and talented programs across the state, considering that the resources directed toward administering these vitally important programs is significantly less than what is required to administer educationally sound and effective programs for gifted and talented students. These students' gifts and talents often are neglected to the point that extraordinary potential for human advancement is squandered.

21 34007 *Hearing Conservation Program*

OPI This request funds: 1) a 3% increase for inflation to support the Hearing Conservation Program's regional contracted audiological evaluators; and 2) a biennial appropriation of \$20,000 to replace and maintain equipment used to test hearing for K-12 school children across the state. Contracts with providers expire on June 30, 2007. This present law adjustment is necessary to address inflationary costs and thereby create sufficient interest from providers to bid on the contract covering 14 regions for the Hearing Conservation Program and establish a basic maintenance and replacement schedule for audiology equipment.

The Office of Public Instruction will submit an RFP for hearing conservation services beginning with the 2007-2008 school year. While we expect current providers (and perhaps others) to respond to the RFP, we anticipate that it would be necessary to increase the size of each contract, by approximately 3% in each year of the biennium. (\$23,007 for FY 2008 and \$34,990 for FY 2009 for a biennial increase of \$57,997 above the base contract amounts in FY 2006)

Additionally, an appropriation was provided for the 2007 biennium using one-time only funds to replace badly aging equipment. It is important to now establish a schedule for equipment maintenance and replacement to avoid major expenditures in the future. Because so much of the equipment is currently new, equipment calibration and basic maintenance is all that is needed in FY 2008. We anticipate these costs to be \$5,000. For FY 2009, we should begin a schedule for regular equipment replacement. Establishing a schedule would require approximately \$10,000 per year plus the \$5,000 per year needed for calibration and basic maintenance for a total of \$15,000. The biennial allocation totals \$20,000

22 10008 *Energy Cost Relief*

OPI This request is for \$4 million in the 2009 biennium to provide funding for increased utility costs in K-12 school facilities. This proposal is to provide \$2 million annually to school districts to assist schools with rising energy costs. The funding would be distributed on a per-ANB basis and would be used to pay for fuel costs or energy saving measures.

The legislature (December 2005 special session) recognized the need to provide relief to school districts to assist with rising energy rates. The continuation of high energy prices supports the need for continued relief in the 2009 biennium.

23 22004 *School Facilities Reimbursement*

OPI Montana promotes safe school facilities and a measure of taxpayer fairness by providing state payments to low-wealth school districts. The School Facilities Reimbursement program assists low-wealth school districts by helping the districts make debt service payments on school bonds. State payments to school districts are calculated using statutory formulas. Additional school districts become eligible for school facility payments each year. HB 2 established the 2007 biennium appropriation for state school facility payments to low-wealth school districts at \$9,411,293 (biennial), which funded approximately 70% of the formula payments. A funding increase of \$1.5 million for the biennium is needed to keep pace with the increase in number of eligible districts and maintain full funding for



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Priority	EPP #	Description
		this State obligation. This is a biennial appropriation.
24	22003	Pupil Transportation Appropriation
OPI		In the 2005 Special Session, SB 1 amended 20-10-142, MCA, to raise the individual pupil transportation contract mileage rate from \$0.25 to \$0.35 effective in FY 2007. The cost is not in the base. The amount requested is \$130,000, which matches the appropriation that was approved for FY 2007.
25	22005	School Block Grants
OPI		Present law (20-9-630 and 632, MCA) provides for an annual .76 % increase in the county transportation and school district block grants.
		This is a biennial appropriation.
26	22001	State Tuition Payments
OPI		This request funds OPI's statutory obligation for tuition payments under 20-5-324, MCA, for students placed in a school district outside their district of residence by a state agency or court. The 2005 Legislature passed HB 83, which moved the responsibility for paying the state's tuition obligation from the county superintendents to the OPI starting in FY 2007. The amount is not included in the FY 2006 base. This request is needed to continue the appropriation at \$336,000 per year of the biennium. This is not an increase over the FY 2007 appropriation. This is a biennial appropriation.
		Without this appropriation, OPI will not be able to pay tuition to school districts that educate students placed by state agencies and courts, as required by law.
27	22002	School District Audit Filing Fee
OPI		The Office of Public Instruction requests an increase in general fund authority for school district audit filing fees. This increase will allow OPI to pay school district audit filing fees in accordance with the Department of Administration's fee schedule, which is based on the amount of school district revenues. Payment of this fee from OPI to the Department of Administration is required by 2-7-514(2), MCA. This increase assumes school district revenues will increase 3 percent each year and it is based on the new fee schedule the Department of Administration intends to adopt for FY 2008. This request includes \$29,300 for FY 2008 and \$34,600 for FY 2009. Base year expenditures were \$147,150. This is a biennial appropriation.
28	34001	Special Education Fiscal Effort
OPI		Maintenance of fiscal effort requirements under federal law specifies that a state may not decrease its support of special education programs from one year to the next. Failure to maintain fiscal effort will result in a reduction of federal funding equal to the decrease of state support. The state Special Education general fund appropriation in FY 2006 was \$38,506,122. The state special education general fund appropriation in FY 2007 is \$39,348,289. This represents an increase of \$842,167 over base which must be maintained to avoid loss of federal funds.
29	99002	Biennial Appropriations – Program 09
OPI		This present law adjustment establishes biennial appropriations in each year at half of the amount appropriated for the 2007 biennium. The biennial appropriations include:
		Instate treatment - \$1,949,792
		Secondary Vo-ed - \$2,000,000
		Adult Basic Ed - \$550,000
		Gifted and Talented - \$500,000
		School Foods - \$1,297,306
		Indian Education for All - \$550,000
30	99001	Biennial appropriation - Program 06
OPI		This present law adjustment establishes the Indian Education for All (Program 06) biennial appropriation in each year at half of the amount appropriated for the 2007 biennium.
		Indian Education for All - \$1,155,423
31	39001	Federal Grant Award Adjustment - 06
OPI		This is an adjustment in federal spending authority for grant awards currently administered by the Office of Public Instruction. The adjustments in federal grant awards are due to normal increases in federal funding. These funds are used to support the administration of current federal grants and to provide technical assistance to subgrantees.

A grant by grant list of the present law changes expected for FY 2008 and FY 2009 will be provided with our August



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budget submission.

This is a biennial appropriation.

32 39002 **Federal Grant Award Adjustment – 09**

OPI This is an adjustment in federal spending authority for grant awards currently administered by the Office of Public Instruction. The adjustments in federal grant awards are due to normal increases in federal funding. These funds are distributed to school districts and other local education agencies.

A grant by grant list of the present law changes expected for FY 2008 and FY 2009 will be provided with our August budget submission.

This is a biennial appropriation.

33 33004 **School Support System Assistant**

OPI This request for \$43,139 in each year of the biennium funds a 1.00 FTE administrative support position to assist the Title I Director and Accreditation Specialist in operating the federally required School Support System. The position will schedule and manage logistics for up to 50 school visitations per year that are necessary to comply with federal law.

34 32001 **Traffic Education 0.125 FTE HB 0002**

OPI The Health Enhancement and Safety Division requests an increase in state special spending authority of \$8,294 for the biennium and 0.125 FTE for increased administrative support for the traffic education program. This position is part of the Superintendent's staff to fulfill statutory requirements of M.C.A. Title 20, Chapter 7, Part 5, Traffic Education for Montana schools. Increasing traffic education administrative support will allow the director to provide more of his time to quality control (monitoring and technical assistance) for local traffic (driver) education programs.

The division is requesting a total of 0.25 FTE increase split between two budgets. It increases state special funded administrative support position 35100606 for the traffic ed program by 0.125 FTE - from 0.4 to 0.525; and proprietary enterprise funded administrative support position 35166606 for the Montana DRIVE program by 0.125 FTE - from 0.1 to 0.225. The proprietary fte is requested in EPP #32002.

35 32002 **Montana DR.I.V.E 0.125 FTE HB 0576**

OPI The Health Enhancement and Safety division requests an increase in proprietary funds of \$8,294 for the biennium and 0.125 FTE for increased administrative support for the Montana DR.I.V.E. Program (Driver In-Vehicle Education program in Lewistown). This program is experiencing expanded interest and demand. Increasing administrative support will allow the director to provide more of his time to work with partners in further developing and enhancing the Montana DRIVE program in Lewistown and accommodating the program growth.

The division is requesting a total of 0.25 FTE increase split between two budgets. It increases state special funded administrative support position 35100606 for the traffic ed program by 0.125 FTE - from 0.4 to 0.525; and proprietary enterprise funded administrative support position 35166606 for the Montana DRIVE program by 0.125 FTE - from 0.1 to 0.225. The state special fte is requested in EPP #32001.

Board of Public Education

Priority EPP # Description

01 01 **Rent Increase**

BPE The agency is currently housed with CHE downtown Helena in the New York Building. The Board may have to relocate to a new building, public or private sector, which may cost additional rent.

Montana School for the Deaf and Blind

Priority EPP # Description

01 1 **Extracurricular Compensation**

MSDB The Montana School for the Deaf and the Blind pays extracurricular compensation to employees who sponsor after school activities. Amounts paid to employees are contained in a collective bargaining agreement with MEA/MFT and are listed below. The school participates in volleyball, track, and boys and girls Class C basketball through a cooperative agreement with Great Falls Central Catholic High School. The remaining activities are sponsored through the MSDB. Salaries and benefits total \$26,243.

\$2,500 - Head Coach, Girls Class C Volleyball

\$1,200 - Assistant Coach, Boys Class C Basketball



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\$1,200 - Assistant Coach, Girls Class C Basketball
 \$1,500 - Head Coach, Boys and Girls Class Track
 Goalball:
 \$1,000 - Head Coach
 \$500 - Assistant Coach
 Class Sponsors:
 \$300 - Freshman
 \$500 - Sophomore
 \$700 - Junior
 \$900 - Senior
 \$500 - Junior NAD
 \$500 - Cane Club
 \$1,000 - Newsletter
 \$1,400 - Yearbook
 \$6,000 - Expressions of Silence Director (2)
 \$1,000 - Visually Impaired Performers Director
 \$1,000 - Academic Bowl
 \$500 - Close-Up

02 2 Retention/Recruitment of Highly Qualified Staff

MSDB The school is requesting \$272,165 in each year of the 2009 biennium to bring licensed professional staff and educational interpreters to parity. The cost breakout is listed below:

	FY 2008	FY 2009
Licensed Professionals	\$224,910	\$224,910
Educational Interpreters	\$47,255	\$47,255

In accordance with 20-8-102, MCA, the Montana School for the Deaf and the Blind (MSDB) has the responsibility to "furnish and provide, by the use of specialized methods and systems, an education for the hearing impaired and visually impaired children of this state that is commensurate with the education provided to non handicapped children in the public schools and that will enable children being served by the school to become independent and self-sustaining citizens."

The education of sensory impaired children is fundamentally different from that of children with other disabilities because the English language is acquired through what children see and hear, both formally and informally in their home and school environments. Fundamental to any sensory impaired child's education is the need to have access to the curriculum through instruction provided by teachers fluent in the student's primary mode of communication. Additionally, highly qualified teachers are those who understand the developmental differences in the acquisition of language and reading literacy of deaf and blind children, and who have the skills necessary to modify instruction to meet these unique needs.

The assurance of high quality teachers to meet the needs of sensory impaired children does not come through Montana's non-categorical endorsement requirement for special education teachers, but rather through the recruitment and hiring of teachers who have advanced training or degrees in the fields of the education of the deaf or the blind. The MSDB hires teachers with this level of training or supports generically trained teachers to complete advanced training in the area in which they are assigned. There are no advanced degree programs offered at any of Montana's colleges or Universities which prepare teachers of the deaf or blind. The school must recruit most licensed professional staff from surrounding states.

There are no state standards for educational interpreters. Additionally, the federally funded Educational Interpreter Certification Program (EICP) has been able to deliver a certificate program through a combination of on-line and campus-based courses. Funding for this program will terminate this year. Of the nine interpreters employed by MSDB, six have completed formal interpreter training programs, two year degree programs, or have national certification by the Registry of Interpreters for the Deaf (RID). Additionally, all MSDB interpreters have taken the Educational Interpreter Performance Assessment (EIPA) and have scored 3.0 or better on a 5.0 point rating scale. Because of the limited number of practicing interpreters in the K-12 education setting in Montana, MSDB has experienced a shortage of minimally qualified substitutes and qualified applicants to fill staff vacancies. The standard for both qualifications and compensation for educational interpreters needs to be competitive with those in neighboring states.

Current Status - Like many public agencies, MSDB is anticipating the retirement of a large number of staff over the next five years. The MSDB has 47 professional staff as of August 30, 2006. This group of professionals includes 14 staff, or 30%, whom each have more than 25 years of experience.



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Recruitment and retention of highly qualified staff will be difficult because of the considerable gap between salaries for MSDB staff and those in similar positions in the Great Falls Public Schools (GFPS). Because the majority of MSDB's professional staff work and live in the Great Falls community, the market comparison for salaries is with the GFPS. The average salary difference for MSDB's licensed professional staff for the 2006-2007 school year is \$5,142. An appropriation of \$150,000 was made in HB 2 to improve salaries for MSDB staff. The 2005 special legislative session appropriated an additional \$85,000 of which \$82,612 will be applied for improvements in salaries and benefits for professional staff. Even with these additional funds, some professional staff will earn up to \$13,000 less than their GFPS peers for the 2006-2007 school year.

The national average, starting salary for an interpreter in the education setting is \$20,000. Bibb County Public Schools in Southern Georgia has a salary range of \$24,722 - \$31,973. The starting salary for interpreters at MSDB with formal training is \$19,907. Interpreters in Wausau, Wisconsin who are certified with 16 years of experience earn \$28,033 for a 187 day contract with a daily rate of \$149. An interpreter at MSDB with equal training and experience earns \$23,882 for 185 days with a daily rate of \$129.

Using the national average from the National Technical Institute of the Deaf, a market-based comparison of interpreter salaries shows that with 3% incremental raises, after three years, for each year of experience, or for recognition of completion of a formal training program, interpreters at MSDB are paid an average of \$5,222 below the target salary. Additional funds are needed to not only provide incentive for recruitment of educational interpreters but also to create a more competitive market for educational interpreters across the state which will in turn improve the quality of services received by deaf students in their public schools.

Proposal Summary – An additional \$272,165 in funds in each year of the 2009 biennium would allow MSDB to match market comparison salaries for the current 47 professional staff and nine interpreter-tutors. The resulting salary enhancements will ensure that MSDB can offer competitive salaries which will mitigate the difficulties in recruiting and retaining the highly qualified staff needed to maintain viable programs for Montana's deaf and blind students.

03 3 **Expansion of Outreach Services** MSDB

This proposal contains two components: 1) FTE and funding for six Outreach consultants to provide consultation, technical assistance, and focused direct educational services to students served in local school districts; and 2) funding for parent advisor services to provide home-based early intervention to families of children not yet enrolled in school based programs. This request will expand MSDB's Outreach Program to optimize educational services to children, parents, school districts, and other agencies serving sensory impaired children by increasing contact time with students and service providers.

The additional consultants will ensure that an appropriate level of technical assistance and consultation services are available to families, school districts, medical, and community based service providers. The additional staff will also make it possible to provide, on a limited basis, direct educational services to students served in rural districts. Rural districts lack, and have a difficult time recruiting, qualified teachers to instruct blind or deaf students in the focused curricular areas of Braille, orientation and mobility, written language, and reading through signed communication.

The funding for parent advisors will provide for comprehensive, high quality, home-based, early intervention services. In a study of children who were identified and received educational intervention services by six months of age, all children showed better language skills than those identified and enrolled in an intervention program later. "Regardless of the degree of hearing loss, children who were identified and received intervention earlier achieved scores on the measures used that approximated scores of their hearing peers" (Moeller, 2000).

Current Status - Only five districts across the state employ teachers with additional training in the fields of deafness or blindness. The current demand for consultative service exceeds the school's ability to provide these services in a manner that adequately meets the need. The school's five outreach consultants served 290 children in FY 2005. This represents an increase of 18% from FY 2001.

A review of outreach case loads for FY 2005 indicates 72% of students did not have a trained teacher of the deaf who either teaches or serves as a case manager. For visually impaired students served in school districts, 86% were not receiving instruction from trained teachers of the blind.

Despite the passage of HB 468 in 2005, and the addition of four consultants for the blind, the average case load is 29 for consultants serving visually impaired students. The average case load for consultants serving deaf children is 40.

The Outreach Program served 31 infants and toddlers in FY 2005. The school provided home-based services to the families of infants and toddlers by employing 21 part-time parent advisors located within their communities. Parent advisors meet with families from one to two times each month during the school year. Because of limited funds parent



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advisors are not able to meet with most families at a frequency sufficient to provide adequate training to the parents and siblings of deaf infants and toddlers. Half of the families receive services more than once a month. The goal is to use existing funds along with funds contained in this request to provide parent advisor home visits on a weekly basis for infants and toddlers up to age three. Bimonthly service will be available for families of children who are over the age of three and enrolled in a public preschool program.

Listed below are recommendations made by an accreditation review team, and a task force on the Universal Newborn Hearing Screening Program (UNHS) concerning services provided through the school's Outreach Program.

The Conference of Educational Administrators of Programs and Schools for the Deaf (CEASD) made the following recommendations in an accreditation review report. The accreditation review was conducted in March of 2006.

1. The state legislature should provide funding to support an increase in staffing so that deaf and hard of hearing children can benefit from services from public school outreach.
2. In the event that MSDB gets the needed funding to increase its capacity in outreach services, responsibilities of consultants should become more specialized by age groups, i.e.: early childhood intervention consultants, k-12 public school outreach consultants, transition planning consultants.

The April 2006 Report and Recommendations of the Universal Newborn Hearing, Screening, and Intervention Program Task Force includes the following draft recommendations for intervention services:

1. Intervention services should be initiated by no later than six months of age for each child diagnosed as deaf or hard of hearing.
2. MSDB has responsibility to assure appropriate intervention services by 6 months of age.
3. The early intervention program for deaf or hard-of-hearing infants and toddlers diagnosed with a hearing loss, or referred by a medical practitioner, or presumed eligible for referral to MSDB, shall contain the following elements: (a) A qualified case manager; (b) A comprehensive communication assessment within 30 days of referral for intervention; (c) An intervention plan initiated by MSDB and coordinated with a Part C plan when appropriate, which identifies consultative and direct services to be provided by a qualified service provider; and (d) Service providers identified in the Intervention Plan are to acquire a standardized knowledge base and skill set acquired through a structured professional development program that has been reviewed and approved by representatives from the OPI, MSDB, Part C, and the UNHS coordinator.

Anticipated Outcomes - By increasing MSDB's outreach consultants from nine (FY 2006) to 15, the average case load will drop from 29 to 25 for consultants serving visually impaired students and from 40 to 18 for consultants serving deaf students. With increased early identification of deaf infants through the Universal Newborn Hearing Screening program and an increase in the number of VI outreach consultants in FY 2006, the school expects to see an increase in the number of infants and children referred to the Outreach Program over the next two years. By providing outreach consultants with case loads of approximately 20 to 25 students, they will have significantly more time for increased student contact, technical assistance to school personnel, and consultation with parents and community based service providers. As a result, students will have improved learning outcomes through greater access to the skills and knowledge of highly qualified teachers.

By increasing funds for the Parent Advisor Program it will be possible to provide weekly, home-based educational intervention services to infants, toddlers and preschoolers identified with a significant hearing loss at birth. Comprehensive, high quality, home-based, early intervention services are the key to ensuring that Montana's deaf children are ready to enter school with pre-reading skills that are commensurate with their hearing peers.

04 4 MSDB Guidance Counselor

This proposal addresses the issue of the school's lack of a guidance and counseling position within the Education Program. The guidance counselor would be tasked to develop, coordinate, and implement an effective school counseling program which will integrate and support the academic, vocational, social and behavioral development of the School's students.

Current Status - The MSDB does not have a position for a guidance counselor in the Education Program. Presently the School has no staff person trained and endorsed in the area of guidance and counseling who can assist students with transition planning as they graduate and move on to college, vocational training, or employment in their home communities. The Education Program does not have a staff position to provide support for behavioral intervention programs needed by an increasing number of our students. The School does not have a professional staff position which can serve as a behavioral specialist who can communicate with, and provide intervention services to deaf or



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blind students. Local school districts, even the largest districts, have no one who can provide consultation and technical assistance in providing guidance in working with deaf or blind children who have significant behavioral or emotional disorders.

In November or 2005 a work group representing local district special education services, the Children's Mental Health Bureau, the Office of Public Instruction, the Residential Care Division of the Department of Public Health and Human Services, and the Montana School for the Deaf and the Blind met to discuss gaps existing in the current educational service model that prevent deaf or blind children with significant behavioral or emotional disorders from receiving appropriate educational services. The comments from this group have helped to define the position identified in this proposal.

School accrediting organizations in reviewing the MSDB's Education Program in March of 2006 made the following recommendation regarding establishing a guidance counselor position at the MSDB:

1. It is strongly recommended that MSDB employ a certified counselor and provide direct services to students who need support. Teachers and other staff members should refer students in need of social, emotional, or behavioral services to a certified school counselor.

Anticipated Outcomes - The addition of a guidance and counseling position in MSDB's Education Program will ensure that students receive appropriate assessments and guidance in preparation for post-secondary education, training or employment. The education staff will have a highly qualified professional on staff that can provide guidance and support in developing and implementing individual behavior plans necessary for some student to be successful in school. This position will support the School's comprehensive education plan and goal to foster improved independent and responsible behavior of all students. Additionally this position will prove to be a valuable resource to local districts in assessing the needs of, and developing intervention plans for deaf or blind children with significant behavior or emotional disorders providing those students with greater education success in their education in their home districts.

05 5 **School Support** MSDB

This proposal requests the following amounts in each year of the 2009 biennium for: 1) \$30,000 for required professional development and staff training, 2) \$19,000 for the purchase of library books needed to maintain the library's collection to meet accreditation standards, and pay annual fees to maintain the connection to the Great Falls Public Library which supports the School's automated library system, and 3) \$38, 251 to support two summer camps as well as Family Learning Weekends for the families and teachers of deaf and blind children served by local school districts across the state.

Current Status - Funds for professional development and library support come entirely from donated monies through the MSDB Foundation. Funds for MSDB's summer programs come in part from donated monies as well as a Part B grant through the Office of Public Instruction. These three activities are duties of MSDB, obligated through Montana code and administrative rule.

The MSDB is at a disadvantage over local school districts for accessing professional development because the student population are all deaf or blind and there are no training programs in Montana that prepare teachers of the deaf or blind. The school also has a residential staff of 35 that must provide adequate and appropriate care and supervision of deaf and blind students who reside in the cottages. Because these are low paying positions, the pool of applicants are usually entry level employees who need significant training in the areas of child development, behavior management, and communication via Braille or sign language. The school has worked to improve the level of training in the Student Services Program by requiring that, within the first year of employment, all cottage life attendants successfully complete 48 hours of training through the Child Care Workers Certification Program.

Approximately 80% of the school's social sciences, natural sciences, mathematics, and general reference materials are older than 5 years. The library is the heart of our school and the basis for our reading and literacy programs.

The one-week summer programs at MSDB emphasizes skill building in the areas of sign, oral and written communication, social development, and assistive technology for deaf students, and orientation and mobility, the use of assistive technology and the development of independent living skills for the blind students. These camps also provide pre-teen and adolescent students an opportunity to meet and develop peer relationships with other deaf and blind students from across the state. Learning Weekends for parents and public school personnel provide training and opportunities for networking among parents and professionals. The total number of participants in MSDB's summer programs in FY 2005 is 316 which is an increase of more than 165% since FY 2001.

Recommendations included in an accreditation review report include the following. The accreditation review occurred in March of 2006.



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1. Within the MSDB five year comprehensive education plan, the school administration needs to develop the library budget, enabling the library to update the nonfiction collection to meet the school's curricular objectives as well as promote the development of a strong literacy program.
2. Continue to build a library collection to meet the needs of students who use Braille, audio, or large print books to support the school improvement goal of improving reading.

Anticipated Outcomes – Adequate funds for appropriate professional development activities will ensure that the MSDB licensed professional staff and certified cottage staff maintains contemporary and essential skills necessary to serve Montana's deaf and blind children. A high quality professional development program will also assist with the retention of professional staff.

Adequate and appropriate library media resources promote reading and literacy among MSDB's students; a critical issue in the education of the deaf and the blind. After updating the library collection in 2004, the number of student checkouts per month increased by 260%. There is a direct correlation between the motivation of students for reading and the recency of titles in the library collection. We need to sustain efforts for student motivation for reading through ongoing efforts to improve library resources.

With adequate funds to provide for appropriate summer programs it is anticipated that participation by students and parents will continue to increase by 8% per year. It is the goal of the MSDB to bring information and educational services to parents and the summer programs are a unique and effective means of achieving this goal.

06 6 **Educational Audiologist** MSDB

This proposal addresses the need for state-wide coordination of early identification and educationally based audiological intervention services for infants, toddlers and school age children who have been diagnosed with a hearing loss.

Current Status - This position will provide for statewide coordination of the Universal Newborn Infant Hearing Screening Program (UNHS), Hearing Conservation Program (HCP), and coordinate services and followup on children identified with a hearing loss. MSDB has the responsibility to provide educationally related audiological services to hearing impaired children from birth to age 21. During the 2004-2005 school year, MSDB's staff audiologist conducted 272 evaluations which is an increase of 156% over the 2000-2001 school year. The increased need for the services of the educational audiologist is in part the result of the success of the Universal Newborn Hearing Screening Program, and the increase in the number of children receiving cochlear implants. Children as young as 12 months of age are receiving cochlear implants.

As of January 2005, MSDB's registry of hearing impaired children included 21 toddlers and school age children with cochlear implants of whom eight had received implants within the previous year. In spite of the advances in this technology and the earlier age of surgery, the cochlear implant does not restore the hearing of a child with a hearing loss. Cochlear implants require regular "mapping" or adjustments to maintain the accuracy of their output as well as very specific aural rehabilitation programs for children to learn how to effectively utilize the stimuli produced by the implant. A major concern of the MSDB is that there is no resource available to parents, Part C home-based intervention service providers, public school teachers, or speech therapists to provide consultation or training to ensure the successful use of cochlear implants by children in the educational setting.

The Hearing Conservation Program (HCP) contracts with eight audiologists who provide audiological assessments to preschool and public school children in the 12 HCP service districts. There is a need to provide coordination between the work of these audiologists and the work of MSDB's outreach consultants, and parent advisors who consult with and provide training to parents and school district personnel on educational intervention strategies for deaf and hard-of-hearing children across the state.

Anticipated Outcomes - The addition of an educational audiologist, with specific training in the area of cochlear implant aural rehabilitation, is essential to MSDB's Outreach Program if the school is going to meet its obligation to provide high quality consultation and technical assistance for this rapidly growing area of medical intervention. The cochlear implant holds tremendous promise as an assistive technology allowing deaf and hard of hearing children greater access to oral communication and as a result, access to the curriculum. The addition of this position is a key component to ensuring that these children have the full use and advantage of this technology as well as coordinated services from MSDB, local school districts, and the Hearing Conservation Program.

Montana Arts Council

Priority EPP # Description

01 1 **Information Technology Stabilization and Improvement**

MAC The Montana Arts Council's (MAC) Information Technology (IT) infrastructure and database capabilities are in major



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need of updating and improvement in order to solve inefficiency problems that have escalated during the last 10 years, creating what is now an untenable situation.

The challenge began in 1996 when MAC was hobbled by a 40% cut in federal funding.

The agency chose to take these federal cuts in agency staffing in order to maintain grant levels for state arts organizations (and not commit political suicide). Database and IT responsibilities were combined with other duties, and what had been three full-time positions were combined into one FTE. While the office has done a remarkable job of streamlining and improving efficiencies to accommodate this restructuring, the IT and database portion is in crisis and has resulted in major stumbling blocks. MAC's outdated technology causes substantial delays in getting information out accurately and on time. It also effectively puts a cap on achieving any further technological advancement in grants management, research and financial reporting.

The agency has hired database and IT consultants and contractors who professed to have the knowledge to build a new system or retool our system to meet our needs. Their lack of success is comparable to that produced in the state's POINTS system? promises made, but no delivery.

To solve our technical problems, MAC needs to hire a full-time high-level database and information systems technical position to upgrade our current system and perform the professional data management this agency needs. Although the state IT division has been very helpful with the day-to-day computer and standard software needs of the agency, it does not have the capability to redesign our current database environment and determine if it is capable of meeting our needs.

The Montana Arts Council is limited in its ability to conduct what should be standard requests for information and research queries. Although MAC is a small agency, its data needs are sizeable. All consultants hired have pointed out the complexity of our needs, which combine both state and federal financial and data reporting, and grants management for a myriad of programs such as Arts Education, Cultural Trust, Public Value Partnership, Tour Fee Support, Statewide Arts Service Organization operating support, Opportunity, and Professional Development grants. Other ongoing database needs include our bi-monthly newspaper mailings, press releases, and many requests for lists of artists, arts organizations and other types of data about the arts field in the Montana. Every two years the agency also issues a distribution report by county of how its funding is allocated. Lastly, there are internal and external research needs for which accessing information is essential, such as the data used to reach all professional artists in the state for the Artists? Economic Impact Study that was conducted in 2005.

MAC also needs to ensure that its database capabilities are compatible with its future grants application and reporting systems. This is much more complex than it would appear. The data must be massaged in countless ways because MAC is reporting so many things in so many ways to so many people. MAC wants to ensure that what is done now to fix and upgrade its IT capabilities will be more likely to be compatible with future technologies as they evolve, rather than being forced to scrap everything five years down the road. Additionally, to make the new system work, there needs to be a database expert to run it.

It is essential that an adequate IT infrastructure investment be made in the agency as we have now reached a critical level of frustration with our current method of operation after 10 years of working with a deteriorating system.

02
MAC

2 **Arts Education: Helping rural schools meet state arts standards**

The importance of arts education has been spotlighted by the National Governor's Association (NGA) Center for Best Practices as a cost-effective way to help build the work force of tomorrow. In an issue brief produced in 2002, NGA reports, "For states to be competitive, an educated and well-trained workforce is a primary ingredient for a vibrant economy. Research suggests that education in the arts provides a distinct advantage, reinforcing multiple skills that connect learning to real work." The reports include multiple research studies showing the positive effects of arts education on student learning, school attendance, communications abilities and higher-order thinking skills.

Among the policy actions for governors recommended by the NGA brief are the following:

- 1) Include arts education as an element of comprehensive education reform legislation.
- 2) Facilitate the interaction between governors? education policy advisors, economic development leaders and school leadership ? especially in those areas with high numbers of at-risk youth. (The state's arts council leadership) can act as a resource in these interactions.
- 3) Leverage the willingness of the private sector to contribute to the arts by providing seed funding and starter grants to innovative arts-based education programs.

MAC's new arts education proposal utilizes all three of these recommendations.



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In the debate surrounding the funding of education in Montana, education in the arts has not yet been formally addressed within our state. The reality is, when local school budgets are pressed the first programs to be cut are the arts programs. There is also a lack of qualified teachers within the state, resulting in positions left unfilled because of low salaries and the remote locations of many schools. There are State Arts Standards for graduation, and teachers need assistance in helping achieve those standards.

The Montana Arts Council's arts education programs help meet all these needs. They aid local teachers and are not duplicative of any other program, including those provided by OPI. These services are targeted especially toward rural Montana children. The demand for these services is so high that the MAC arts education budget would need to triple in order to meet the current demand.

Specifically, these programs fund schools and community arts organizations to hire teaching artists who provide educational experiences in the arts that address the Montana Standards for the Arts. The teaching artists also mentor classroom teachers so they are better able to effectively teach the arts to their students. They help teachers develop curriculum and lesson plans for their classes, and can often suggest ways to use the arts to teach concepts in core classes such as math, science, and reading. The agency also partners with organizations like the Golden Triangle Curriculum Cooperative to provide professional development in the arts for classroom teachers.

Another important aspect in this proposal is expansion of arts education services focused on Indian Education for All. There are so many fine Indian artists in Montana, and this proposal would allow us to expand our efforts with traditional and contemporary Indian artists both on and off the reservation. This new proposal includes one new FTE to manage the program activities.

A recent external evaluator of the Arts Education program concluded that, "The Montana Arts Council's Arts Education program is a successful, valued and cost-effective residency program providing artistic programming of high quality in Montana's urban and rural schools and communities."

These artist residencies cannot take the place of the school district hiring certified arts teachers, but they fill a major void where no other similar resources exist.

The Education Commission of the States web site states, "A growing body of research points to the important role of the arts in improving students' achievement and preparing them for an economy that demands creative solutions to challenging problems. There is also evidence that the arts in education can increase students' engagement in learning as well as their social and civic development."

The outside evaluator concluded in the FY 2003 ? 2005 evaluation report that "The Arts Education program is operating at maximum capacity with its current resources. Therefore without an infusion of new and significant funding, just continuing the current level of programming will be challenging and new initiatives or activities will be difficult, if not impossible to undertake."

A final component to the Arts Education proposal is additional funding for rural outreach to augment arts education programs offered by the arts organizations involved in MAC's Public Value Partnership Program. These organizations work with many of the schools in the state and provide the primary professional, live, hands-on arts programming that these children experience, such as field trips and traveling suitcase programs provided by art museums, performances by local symphony orchestras and performing arts groups brought into a city or town, and workshops with world-class artists. This funding would help these organizations reach further into the nooks and crannies of Montana with their arts education services and deepen experiences the children are having.

03 3 **The Arts Mean Business - On the farm, the ranch and in town** MAC

The National Governor's Association Center for Best Practices released a specific Issue Brief in 2005 on how rural economies can be strengthened through the arts. It reports that an arts-based economy can enhance state efforts to diversify rural economies, generate revenue, improve the quality of life, and attract visitors and investment. In addition to stimulating substantial employment and tax revenues, arts enterprises are highly entrepreneurial, readily available in many communities and attractive to tourists. The arts also create a highly desirable quality of life that draws businesses and knowledge workers to further stimulate the economy.

Last year the Montana Arts Council commissioned a study through the Governor's Office of Economic Opportunity measuring the economic impact of Montana artisans in 2003. All forms of professional artists were included, such as performers, writers, visual artists, designers and craftsmen. The results were impressive: impacts of close to one quarter of a billion dollars. Of that amount, two-thirds came from out-of-state sales.

This FY 2008-2009 new proposal makes an investment in growing this segment of our work force. One in every 78



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people in Montana's labor market is a working artist according to the 2000 U.S. Census. During the last 30 years, the number of working artists here grew three times faster than the overall Montana labor market. Artists and arts businesses undoubtedly constitute an emerging growth sector of Montana business.

Yet artists are an underemployed and underserved business from an economic development perspective in Montana. Two-thirds of artists make less than \$25,000 per year on art sales, and as such, could benefit greatly from training they have already identified as a strong need. There are no programs specifically aimed at growing the economies of this sector as a whole and with a unified approach, and economic development efforts are not yet concentrated to help the entire state.

Building the business capacity of Montana artists has significant potential for growing Montana's economy. A little bit of assistance would go a long way.

The Arts Council has worked with the MSU Extension Service and MSU Great Falls in artist marketing workshops and training programs. This proposal is not intended to duplicate those efforts. According to the economic impact study mentioned above, over 70% of artists responding said they need more help with marketing. Almost 50% said they would like a state resource database for services and products that would help artists achieve business success, which ties back into our IT stabilization new proposal. This information was echoed in a recent artist marketing workshop, where almost every single attendee stated that additional marketing, business skills development and a one-stop resource center would be "very helpful."

Another specific strategy included in this proposal offers one of the most powerful economic tools for Indian country -- boosting sales of Indian artwork. There are excellent artists living on all reservations. This proposal builds on efforts begun in 2006 with the Governor's Office of Economic Opportunity in a pilot Indian art buying program and will expand their markets throughout Montana and the nation.

The arts council is working closely with the Made in Montana program in the Commerce Department, the Governor's Office of Economic Development, State Parks, MSU Extension, and MSU Great Falls. These partnerships are only a fraction of what they could be if there was staff to identify and expand the links between agencies and implement the projects. Right now, MAC has to add this work onto its already full workload menu, which causes immense delays, logjams and lost opportunities.

Therefore the council strongly requests a dedicated liaison position (1.00 FTE) be established to maximize what can be done in partnership with these other agencies. The timing of this request takes advantage of the fact that much relationship-building has already taken place, so benefits to the Montana public could occur quickly.

The arts council asks that funding for this economic development initiative be allocated directly to the arts council. For 2006, the Governor's Office of Economic Opportunity has allocated the funding it has for creative enterprise development, recognizing that MAC is in a unique position to steer this effort. The arts council has sufficient oversight to implement and monitor these programs. It just needs the staff to execute them.

Specific items to be expanded or initiated in this proposal include:

- Expansion of Indian Art Buying program on the reservation beyond the state parks system and other economic development efforts with the tribes to build upon initial work funded by the Governor's Office of Economic Opportunity (\$25,000 in FY 2006).
- Liaison staff position to coordinate and move projects along between Arts Council, Commerce and Economic Development.
- Website clearing house for arts business resources.
- Training for artists in marketing, business, web and artists' legal issues.
- Development of a juried art program, "Montana Masters," to increase artists' sales and to be run in conjunction with the Commerce Department's Made in Montana program.
- Creation of a "trunk show" for major markets on the east coast to boost artists' sales and broaden their markets.
- Development of other national and international markets and promotions for artists.

The overall goal of this proposal is to dedicate resources to cultivating a very specialized and valuable industry for Montana: entrepreneurs who build their business through the arts. Montana could emerge as a national leader in recognizing and growing this industry into a creative economy that not only would significantly improve the state's economy, but attract more corporations, businesses and individuals to call Montana home, a home that's known far and wide as "The Land of Creativity."



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04 4 **MAC's Individual Artist Fellowship Program Restoration**

MAC

This program was eliminated in the state budget crisis of 2003. The agency has not been able to restore it to date because of other budget cuts, and this new proposals would provide the restoration need.

The Fellowship program began in 1984. Individual Artist Fellowships are awards of recognition of excellence in the arts. The awards are made in the fields of visual arts, literature, performing arts and media.

They play a significant role in boosting artists' careers because of the status they convey. That boost is played out in future sales of the artists' work or employment in the arts (and other) fields.

The awards also offer added value in competitive situations, when artists are vying for inclusion in tours, shows, other competitions, etc. They also can provide much-needed materials, equipment, research/travel and studio time to enable an artist to pursue new aesthetic directions and techniques.

Roughly two-thirds of states in the country have this award. This proposal would restore the program and expand it to compensate for the growth in the number of professional artists calling Montana home.

05 5 **Rent Increase and Move**

MAC

The agency has been housed in the City-County building since spring of 1992, with three-year leases in place, at a rate of increase of 3% per year. Last spring when we began negotiating with the City-County building management for the next three-year lease, we were told that their needs were such that they could not guarantee they would have space for us for that period of time. They wanted to negotiate only a one year lease. We were able to negotiate a two-year lease based on budgetary constraints; we had not known about the need to move and had no budget for moving or increased rent. The estimates of costs for both the move and increased rental costs in a new space were provided by Garrett Bacon, Department of Administration, General Services Division.

06 6 **Cultural Trust Shortfall and Corpus Replacement**

MAC

The Cultural Trust was projected by the Legislative Fiscal Division at the end of the 2005 session to have a \$47,000 shortfall by the end of the 2007 biennium. That shortfall has doubled to \$94,000 because the \$3.4 million to be restored to the Trust was not deposited on July 1st. We request an OTO to replace this cut of 12% to the grants.

In addition \$3.9 million was to have been replaced in the Trust last session. The Budget Director requested that we allow him to utilize \$500,000 for the purpose of a Dinosaur Museum in Malta. This NP requests that this \$500,000 OTO be replaced in the Trust.

Library Commission

Priority EPP # Description

01 1 **MSL Present Law Adjustment**

MSL

Moderate increases to existing Montana State Library programs in order for us to keep up with the ever increasing demands for our services and products from Montana's citizens.

Recruitment, interviewing, hiring budget: For years, we have had significant difficulties trying to fill positions. Time and time again we are hindered by an inadequate budget available to help bring in strong candidates for interviews and/or being able to help with moving costs. \$10,000 per year.

Montana State Library computer network and desktop support budget: MSL's reliance on computers and the Internet to acquire, manage, catalog, store, and provide access to data and information has grown significantly over the past decade, and MSL has effectively utilized new technologies to deliver quality information to patrons at their desktops. By drawing from budgets throughout the agency and with considerable help from its many partners, MSL has been able to build the information systems necessary to support the agency's move into the world of electronic information management and dissemination and hire staff to support this function; however, effective maintenance and support is not possible without dedicated budget and staff. Direct funding for equipment and software maintenance and replacement and a dedicated (1.00 FTE) IT support are necessary. \$100,000 per year.

Talking Book Library staff request. The National Library Services for the blind and physically handicapped service standards require 8.00 FTE for the service area size represented in Montana, we have only 6.00 FTE in our program and we are constantly struggling to provide the services our special Montanans require in this area. We need to add at least the 1.00 FTE to this important program. \$38,000.

Public Information Officer for the Montana State Library. MSL provides a wide variety of services to Montanans all over the State and we need to be able to do a better job of telling Montanans about the services that are available to them. Request a .50 FTE and a communication budget for a total of \$42,000.

02 3 **State Publication Access**

MSL

The rate of acquisition of items into the MSL State Publications Center (22-1-212, MCA) continues to increase, as does the number of depository libraries supported by the program and the number of items shipped to depository



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libraries. In addition, many items are now available only in electronic format, or in both electronic and print format, a trend in publishing that requires additional staff time and skills, dedicated software, electronic storage, and preservation assistance. MSL is currently funding some of these needs from its collections budget, which was already significantly reduced during the statewide budget crisis addressed during recent legislative sessions. Dedicated funding for costs associated with acquisition and preservation of electronic publications and an additional FTE to support acquisition, cataloging, and preservation of the ever-increasing number of publications are necessary.

The rate of acquisition of state publications continues to increase (1,176 in 1995; 1,437 in 2001; 4,814 in 2005), as does the number of publications provided to depository libraries across the state. This increase in work-load (acquisition, processing, cataloging, shipping, and access support) has not been accompanied by a similar increase in staff and related resources. Complicating this increase in the number of publications is the trend toward publishing electronically, which requires that MSL establish and maintain the capability to handle publications in multiple formats.

To respond to the trend in publishing electronically, MSL has created a digital repository. Since July, 2005, we have placed nearly a thousand objects (publications, maps, website content) representing the publications from just a few state agencies into our digital repository. Even a conservative estimate projects that over 5000 digital publications will be processed into the repository, available to the public at their desktops, by 2010. This is despite the fact that print publishing (and printed document acquisition) will likely continue.

New costs to MSL associated with this effort include licensing for the software that allows us to acquire and catalog publications and place them into the repository, and storage costs. This expense currently comes out of our budget reserved for purchasing reference materials for state government employees. A more significant demand on the agency is the cost of personnel resources needed to administer this effort. Currently, staff with preexisting responsibilities are being stretched to get this effort underway. To continue its growth into the future this project requires dedicated staff and needs to find permanent funding outside of the library's book and electronic reference budget.

MSL will utilize the additional funding for:

- *One FTE Library Information Assistant (Locates, gathers publications, downloads to Library servers, creates item records for catalog, and prepares lists of titles for distribution.)

- *Training (repository maintenance, digital publication preservation) \$3000

- *Travel (obtain and provide training; perform outreach) \$3000

- *Licensing the software necessary to operate the repository \$15,000 per year

- *Storage for electronic documents \$2000 per year

03
MSL

4 **NRIS/Heritage**

Funding for the Natural Resource Information System/Natural Heritage Program (NRIS/NHP) has always been complex and inadequate to fully support the program. Funds come from a mixture of sources, including the Resource Indemnity Trust (RIT), the General Fund, state agencies that rely on NRIS/NHP services (source agencies), and contracts. Source agencies include Fish Wildlife and Parks, the Department of Environmental Quality, the Department of Transportation, the Department of Natural Resources and Conservation, and the University System.

NRIS/NHP relies on this funding to obtain, catalog, store, manage and provide access to natural resource information from state agencies and other sources, work with data producers to routinely update this information, develop and manage a website providing access to the information, conduct outreach and training to promote effective access and use, and respond to user requests. Through a contract with The Nature Conservancy (soon to be transferred to the University of Montana), a significant portion of this core funding is used to operate our Natural Heritage Program, the state's clearinghouse for information on the status and distribution of native species and habitats, emphasizing those of conservation concern.

Current funding for the program supports only about one half of the FTE that are needed to keep up with the demands for information on Montana's natural resources and native species and habitats. To keep the program functional, both parts of the program have relied on soliciting special projects. While this has helped retain a highly skilled staff, it diverts the staff from primary tasks of data acquisition, cataloging, management, and dissemination and puts priorities of the project partners above the mandated priorities of NRIS/NHP.

For examples, the Natural Heritage Program has a data processing backlog of 25,000 records for identifying the locations of Species of Concern. When the Natural Heritage Program databases are not kept up-to-date, the state runs the risk of making decisions that destroy valuable wildlife or habitat, simply because existing information about species in a particular location may not be made available to the decision-maker.



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Priority EPP # Description

Likewise, the Natural Resource Information System has not been able to keep up with all of the new natural resources information produced by state agencies. This results in increased costs to government and the private sector because existing information cannot be readily found and used. It also makes it difficult for Montana citizens to obtain information natural resources information produced by their government.

To remedy the funding deficiencies in the NRIS/NHP, we are seeking the following:

*MSL seeks an increase in its General Fund budget of \$75,000 per year for support of the Natural Heritage Program contract.

*We are asking the source agencies to increase their funding by a total of \$150,000 per year, \$75,000 of which will remain in the NRIS budget and \$75,000 of which will be passed through to the Natural Heritage Program. The amount of funding currently provided from each of the state source agencies was determined in 1999, based on the best-available analysis of usage. The amount of agency funding and the division of costs among agencies has remained constant since then.

NRIS will use the \$75,000 to:

*increase NRIS time spent on data acquisition (.25 FTE Mid-Level Manager BAND 6)

*increase NRIS time spent establishing and maintaining database connectivity with agencies (.25 FTE Database Administrator Band 6).

*increase NRIS time spent on metadata development, metadata training and maintenance of a metadata portal (.50 FTE GIS Programmer/Analyst Band 6)

*training (database administration and maintenance; metadata portal technology) \$6200

*travel (obtain and provide training; perform outreach; establish data sharing relationships) \$7000

NHP will use the additional \$150,000 to:

*process the large backlog of existing data on the status and distribution of Montana's animals;

*obtain and consolidate extensive new information on Montana species that is being generated by public agencies and the private sector;

*provide up-to-date distribution, status and management information on Montana species and habitats to agencies, businesses and citizens who require it on a daily basis;

*Develop improved web access to Natural Heritage information, ensuring that it is readily available to support decision-making for resource management and economic development.

04
MSL

5 **Montana Shared Catalog**

**Please Note: The funding from the sharing members (\$400,000) is funded right now in our private funds account (08127) but we will be working with DofA and having them look at this to see if it belongs in a proprietary fund. If that is the case than proprietary fund will be created.

The Montana Shared Catalog (MSC) is a voluntary consortium comprised, as of January 2006, of 62 libraries serving 246,945 users with 593,343 titles. The proposal is to provide budget authority and a proprietary fund so that the State Library could manage the MSC budget, pay MSC bills and collect annual membership payments on behalf of MSC.

Library patrons can use MSC to search library holdings, learn more about books of interest (reviews, tables of content, summaries, chapter excerpts), scan bestseller lists and determine availability, place holds on library materials, and be notified via e-mail when interesting materials come into the library. MSC is comprised of all kinds and sizes of libraries, with more libraries joining every year. The shared vision of the MSC involves continued growth of the catalog statewide, encouragement of resource sharing among member and non-member libraries, and ongoing improvement of the catalog to best serve our users.

The State Library administrative staff would manage the MSC budget, pay MSC bills and collect annual membership payments on behalf of the MSC. New budget authority is required to do this. A "proprietary fund", a fund marked specifically for MSC operations, would likely be established by the legislature for management of MSC monies. The State Library's involvement in the MSC as an ongoing project would include supporting statewide growth of the catalog and encouraging user sharing groups. Staff and hardware infrastructure to run the MSC would continue to be supplied by the State Library. The system would continue to be administered by staff that is, therefore, not answerable to any particular MSC library. MSC monies would fall under the auspices of the State. Approximate cost in general funds would be \$96,534 per year or \$193,068 for the biennial. Approximate annual ongoing budget for the Shared Catalog with monies coming into a proprietary fund from libraries across Montana would be \$400,000 yearly or \$800,000 for the biennial.

The Missoula Public Library has served as the MSC fiscal agent since the consortium's inception, handling MSC



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financial matters through Missoula County. The MSC is in a strong financial position today, due in part to the care taken by Missoula Public in managing our budget but as the MSC grows and becomes more and more a statewide effort it has been recommended that the financial structure be moved to the State Library.

Current Montana Shared Catalog membership is available upon request.

05
MSL

2 **Statewide Information Access Program**

Adequate library service is a critical component of educational excellence, healthy citizens, and sustainable economic and community development for all Montanans. Yet Montana library users are served by some of poorest funded public libraries in America-Montana's public libraries rank 44th in the nation for per capita public library total expenditures. Our libraries' relative poverty inhibits their ability to support local economic and community development, to support their users distance education and life-long learning, and other related needs.

Montana is devolving into a state of library-haves and have-nots. This program leverages existing networked library services, library materials, and modern library practices to counter this trend. The statewide card has been on the books (22-1-329, MCA) for 16 years; it is time to fund it and make it real.

The biennial cost of this pilot project, the Statewide Information Access Program, is \$2,350,000. Of this amount, \$350,000 is funds currently part of the Montana State Library's budget, earmarked for the interlibrary loan reimbursement program (22-1-328, MCA). The balance of funds, \$2,000,000, represents new pass-through funding. Requesting a biennial appropriation on this.

This program directly benefits all Montana's libraries and library users. A small pilot project, involving six public libraries in western Montana, last year exchanged more books between each other than did all the other libraries in Montana combined. This program is valued and will be used by Montanans.

This program addresses several State Library goals:

Goal 1: "The Montana State Library manages and acquires relevant quality content for Montana library partners and patrons."

- Provides statewide purchase of shared library materials (shared collections, \$150,000 biennial)
- User-initiated access to 60+ million titles, worldwide (OCLC services, \$1,200,000 biennial)
- In-state courier services, moving materials quickly and inexpensively (pilot courier project, \$740,000 biennial; see also OCLC services)
- Goal 3: "The Montana State Library promotes partnerships and encourages collaboration among our partners and patrons."
- Builds on existing library systems and partnerships (software infrastructure upgrade and public information, \$60,000 biennial; see also OCLC services)
- Includes all types of libraries, voluntarily, statewide
- Consistent with best practices for service, convenience, and economy, worldwide
- Goal 4: "The Montana State Library provides access by providing libraries, agencies, and our partners and patrons with convenient access to quality, cost-effective, library content and services."
- Single Search and Authentication Services, \$200,000 biennium. See also OCLC services
- Single search tools (sometimes called "federated" search tools). Allows users, in a single search, to find materials in any Montana (or worldwide) library, or from any selected online source to which the user's library has purchased access (such as online magazine articles or library reference materials).
- Authentication. Provides means of recognizing library users, regardless of where they are, as belonging to a specific Montana library. Necessary for providing convenient access to online content and services.

The Statewide Information Access Program will help libraries vastly improve the variety of materials conveniently available to their users, at costs affordable to our libraries. Users will be able to use their library card anywhere in the State. Libraries will increasingly share their collections with one another, providing all Montanans with unprecedented access to library resources and services.

Libraries are essential to the health of our communities. Good libraries contribute to our communities' economic health as well as our educational and cultural infrastructures. We are a big and a diverse state. Some of our communities are growing faster than we thought possible; some are declining. This program works to equalize access to basic library services - for all Montanans in all Montana's communities.

The Statewide Information Access Program provides the means for Montana libraries to act as good neighbors, helping each other "build barns" not only because it's the right thing to do, but because we are one State, and our futures and our children's futures require that we move our libraries, working together, into the Twenty-first century.



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Historical Society

Priority EPP # Description

01 30001 **Return Museum Positions to General Fund**

MHS

As part of the FY 2003 Governors reductions, a portion of funding for five critical positions in the Museum were moved from general fund to lodging facility use taxes from the department of commerce totaling \$100,000. This is a language appropriation in HB 2 from the Department of Commerce to the Society. The redirection of the funding was referenced to the new Lewis and Clark Exhibit which was being built during this time period. The fixed amount of funding for these positions does not include any pay plan increases passed by the Legislature. The Society is requesting the funding for these positions be returned to general fund. The positions affected are: Museum Administrator (0.30 FTE); Curator of Collections (0.38 FTE); Museum Registrar (0.50 FTE); Exhibits Specialists (0.50 FTE); and Museum Preparator (0.50 FTE). The job duties of all 5 positions will remain after the completion of the Lewis and Clark exhibit. These are critical positions at the Society. If these positions are not general funded, the Society will need lodging facility taxes from the Department of Commerce of \$105,000 for salaries and the 2007 pay plan adjustments.

02 10001 **Computer Replacement**

MHS

The Society is far behind the state standard 4-year replacement cycle for its personal computers. The 2005 Legislature provided the Society with one-time-only, restricted appropriation of \$20,000 to replace servers at the Society. The Legislature allows the Society to use any remaining funds to replace its aging computers; however, any costs for computers will not continue into the 2009 biennium. As part of the Society IT Strategic Plan, the Society is requesting funding to replace one-fourth of its computers each year of the 2009 biennium. Once the funding is in the Society's base budget, it will allow the Society to keep up with the 4-year replacement cycle. The Society has approximately 65 computers, $16 * \$1,200 = \$19,200$ each year of the biennium.

03 30002 **Request Funding for Education Officer**

MHS

Education is the core of all Society functions as we advance an understanding of Montana history. The Society provides a wide range of resources created for the classroom including traveling footlockers and exhibits, slide units and videos, on-line resources, history textbook, education programs and training opportunities throughout the year in different Montana locations. Teacher Advisory Groups help the Society develop educational resources that are actually used in the classroom. The Society regularly works with the Office of Public Instruction to advertise Society resources to schools and to produce materials that fill a special need. Previously the Society educational efforts were funded almost exclusively by private undesignated donations and federal grants. There are no state funds provided, even though history teachers and students statewide are served with these programs. Over the past few years the undesignated donations to the Society have decreased significantly and the federal grants are for one-time projects. The Society is requesting general funding for this position estimated salary FY 2007 \$47,283 salary + operating expenses \$6,000 = \$53,283 each fiscal year (\$106,566 for Biennium).

04 30003 **Historical Interpretation Adjustment**

MHS

The Society is requesting an increase in lodging facility tax for Historical Interpretation to cover the pay plan increase in the 2007 biennium. These funds are used to provide: (1) tours at the State Capitol (1.85 FTE for tour coordinator and 5-8 tour guides); (2) outreach services (reference and research historian 1.00 FTE) to the public in the form of presentations on various topics in Montana history and answering reference requests for information on Montana's past and present residents and non-residents alike; (3) education outreach materials, such as Hands on History footlockers, video and slide programs, and traveling exhibits to schools and the general public throughout the state (outreach coordinator 0.50 FTE); and (4) a curator (0.50 FTE) that is responsible for the research, cataloging, development, and historical interpretation of the Society's diverse artifact collections. The position provides information to the public on the collections through one-on-one contact, public programs, and preparation of interpretative materials. The Society is requesting an increase of \$6,800 per fiscal year to cover the pay plan increase for these positions. The total amount requested in the language appropriation from the Department of Commerce for lodging facility tax for Historical Interpretation is \$204,431 for each fiscal year.

05 30004 **Scraper Center Cost Adjustment**

MHS

The Society entered into a 20 year lease agreement with the Montana History Foundation. The lease increases 3% each fiscal year. Additionally, the salary and health insurance costs for the Curator position (0.50 FTE) will increase over FY 2006 budgeted amounts due to the legislative pay plan increase during the 2005 legislative session. The increase in costs over base year 2006 are as follows:

	FY 2008	FY 2009
FY 2006 Base	\$128,072	\$128,072
Estimated Expenditures:		
Curator (0.50 FTE)*	22,867	22,867
Rent	111,569	114,916
Operating Expenses	4,000	4,000
Total	\$138,436	\$141,783



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Priority	EPP #	Description
		Requested Increase \$10,364 \$13,711 Biennium = \$24,075
		<ul style="list-style-type: none">Does not include any pay raise or health insurance increase based on the 2007 legislative session.
06	40001	Montana The Magazine of Western History
MHS		Montana The Magazine of Western History is a quarterly publication produced by the Montana Historical Society. Since 1951, Montana has been the states journal of record -- the official chronicler of Montana history and the publication that Montana citizens, policy-makers, and scholars rely on for the history their state. A high quality illustrated publication, the magazine consistently wins national awards. Currently, the magazine receives 15% of its operating budget (\$50,503) from the general fund to fund a portion of two essential positions: an editor for preparing the manuscripts and photographs and a business manager for subscription fulfillment and advertising. Personal service costs have increased over the last 20 years; however, the general fund support has not kept up with those increases. The Society is requesting an increase of \$42,433 each fiscal year (salaries \$92,926 less current general fund \$50,503) in general fund support to assist in paying the increased costs in salaries to publish the state of Montana's official historical magazine. This will bring the general fund support to 28%, which is still well below state participation in other western states (i.e. Nebraska and North Dakota 70%, Arizona 65%, Minnesota 60%, and Kansas 50%).
07	60001	State Historic Preservation Office Funding
MHS		<p>The National Historic Preservation Act of 1966 established the Historic Preservation Fund as a matching federal-state program (60 % federal/40% state). The Society uses a large percentage of in-kind, non-state services to meet match requirements. The current general fund match for this program is merely 8% or \$46,241 in FY 2006, which is the lowest in the nation. Under present law the State Historic Preservation Office (SHPO) is legally required to operate the National Register and State Preservation Review Board, maintain an Unmarked Burial Registry, administer the State Antiquities Data Base, re-grant and administer a minimum 10% of the federal grant to local governments, and provide support to state agency preservation responsibilities. Additionally, the federal grant award has not kept up with the legislatively passed pay plan for state employees. For example, the FFY 2006 federal grant award is \$604,601 and the FFY 2005 federal grant award was \$601,101, an increase of \$3,500. The 2005 legislature passed a pay plan (HB 447) which increases salaries and benefits for SHPO staff \$12,382 (FY 2006) and \$32,299 (FY 2007).</p> <p>The general fund currently funds a single part-time grant manager (0.50 FTE). The workload of this position has increased and the Society is requesting an increase of 0.25 FTE \$8,864 for each year for this position. In FY 2006, the State Antiquities Database was moved to the Department of Administration, Information Technology Services Division (ITSD) mid-tier environment. ITSD also provides Central Imaging services to SHPO. These costs have been previously paid through a budget amendment and Bureau of Land Management grants, therefore, funding does not carry forward into the base budget for SHPO. The estimated annual ITSD cost is \$16,912 for each fiscal year. The State Preservation Review Board is statutorily required to meet three times each year to review nominations to the National Register of Historic Places and the State Heritage Properties Registry. The Society is requesting general fund to pay for the required meetings of \$4,500 for each fiscal year. Total general fund request is \$30,276 for each fiscal year.</p>
08	20001	Access to Montana Historic Collections
MHS		<p>The Society cares for well over half a million items that document the history and heritage of the state of Montana. In accordance with state law, the Society strives to provide all citizens with access to its collections. The public has begun to request electronic access to these collections, but the Society can provide this only at a minimal level. The Research Center currently creates digital images of items in our collections for patrons on an as-requested basis. The digital images are created for historic photographs, documents, maps, and other selected items. Once an item is scanned, burned to a CD and mailed to the patron, the digital image is deleted, since the Society does not have the ability to store these images long-term. This leads to both a duplication of staff work and increased wear and tear on the original item when an image is requested multiple times. To meet professional standards for storage and preservation of digital images, images should be created as uncompressed tif files. Conservative estimates suggest that we will require one terabyte of storage space for digital images within three to four years.</p> <p>The Society has been invited to participate in a project that would attach digital images to our current catalog (the Montana Shared Catalog) through the On-line Computer Library Centers (OCLC) Digital Archive. OCLC will store the images and assist in cataloging and providing access to them. The Society is requesting general funding to pay for storage service with OCLC Digital Archive. The estimated costs are \$19,200 (FY 2008) and \$28,800 (FY 2009) a biennium total of \$48,000.</p>
09	30005	Assistant Museum Preparator
MHS		Interpreting our history, and helping others do so, is a primary activity of the Society. Education is the core of all Museum functions as we seek to advance an understanding of Montana history and culture through a variety of



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Priority EPP # Description

programs, written materials, conferences, workshops, guided tours, exhibits, and activities. Exhibits are produced in-house and installed at the museum, Capitol, and Original Governors Mansion. Five major exhibit galleries feature history and art exhibits; an average of six new exhibits are produced each year. Education outreach resources also are provided statewide in the form of traveling exhibits (currently the Society offers 5 traveling exhibits with one in production); educational Hands-On History footlockers, and video and slide units (currently the Society offers over 40 different titles); and guided tours of the Society, the State Capitol and the Original Governors Mansion (16 focused tours are offered). The Society believes that all methods and approaches to education must be direct, efficient, and appropriate to the understanding of Montana history, whether for the public, a family group or for a school audience.

Exhibit staff currently number 4 FTE for all maintenance, development, production and updates to our long-term, temporary and traveling exhibits. Exhibit staff also play a critical part in the production and maintenance of educational Hands-On History footlockers and other outreach resources, including video and slide units, and tours. Exhibit staff build artifact mounts, prepare and mount graphics and illustrations, and provide graphic design services for each of these educational resources. Maintenance is an on-going requirement as the hands-on materials are heavily used by multiple borrowers throughout the year, and changes in tour information changes each season. The exhibit staff also assist in the staging and set-up for educational programs at the Society, the Capitol and the Original Governor Mansion. Exhibits staff work closely with museum collection staff preparing exhibits and storage areas in ways that are preservationally sound to protect the museum collections. They are an important part of any artifact move and must be trained in the skill of artifact handling. Current exhibit staff include the exhibit specialist, museum preparator, assistant museum preparator, and exhibit maintenance. The assistant museum preparator position is presently funded by private funds. These funds will expire September 2006. Without the assistant museum preparator position the remaining staff available will not be able to fully meet the demands and accomplish these technical and vital support tasks.

An assistant museum preparator (Grade 12; 1.0 FTE) is being requested to fulfill the Society educational mission by work that will result in the production and maintenance of exhibits, traveling exhibits, educational outreach resources and tour materials. The estimated general fund costs are \$43,551 (FY 2008) and \$40,225 (FY2009) total for the biennium \$83,776.

10 30006 **Museum Assistant Registrar Positions** MHS

The Montana Historical Society, Montana's Museum is a first-class museum that features fine Western art (5,000 pieces) as well as a wide array of magnificent artifacts representing the Native American and immigrant history of Montana people (over 60,000 artifacts).

The last two Legislative Audits Reports for the Society have recommended improvements to the Society Museum collections management operations. The 2004 Legislative Audit Report (#04-24) contained a recommendation to the Society to comply with policies governing the management of its collections and follow its monitoring procedures to ensure all artifacts are properly controlled. The report states the Society does not have the funding or staff resources to monitor artifacts on a regular basis.

The Society is continually working towards the goal of having all of the Museum collection cataloged into the museum software program. (Currently approximately 22,000 artifact records are entered into the Past Perfect museum database.) The Society has attempted to catalog new artifacts (received at the rate of approximately 1,000 per year) directly into the database as well as address the backlog (re-accessioned items or those not ever accessioned with a registration number). However, the Society does not have the resources to accomplish this monumental task in a timely manner. The Society currently must rely on volunteers and student interns who most often lack the particular skills and training necessary to catalog artifacts and respond to problems with Past Perfect nomenclature system and specialized database.

The requested positions would significantly improve collections management capabilities, and thereby facilitate increased service to the public, by: improving the operation of collections management database; assisting the registrar in the preparation and implementation of a collection-wide artifact inventory; preparing object records and associated images for online digital content; and properly training and providing oversight of catalog data entry by interns and volunteers. These improvements are necessary because the response time to inquiries concerning the artifact collections is currently unacceptable; with increased automation of records, proper maintenance of the existing system, and a comprehensive plan to regularly upgrade the current system and incorporate new technologies where desirable, the public can be provided with more complete and accurate information in a much timelier manner.

The Society is requesting general funding for 2.00 FTE, including one-time-only costs and operating costs, estimated costs \$85,844 (FY 2008) and \$79,192 (FY 2009) to manage and implement continued upgrades to the Society computerized database that provides both the Society staff and the public with information regarding museum collections.



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Priority EPP # Description

11 30007 Indian Education for All Coordinator
MHS

The Society seeks to create an Indian Education for All Coordinator position (Grade 13; 1.00 FTE) in the Museum program. The four goals of the Society's involvement in Montana's Indian Education for All initiative are to continue and enhance the Society's ability to (1) develop relationships with each of Montana's 11 tribes, (2) create and deliver related curriculum that is culturally sensitive, (3) meet the Essential Understanding Regarding Montana Indians as well as state standards of education, and (4) ensure that an Indian voice remains an integral part of the programs, publications and exhibits the Society offers to all Montanans. The coordinator will travel to schools, public events, and conferences as a staff member who is a representative of the Society and its relationship with the state of Montana. The coordinator will work on various projects that include the development of footlockers, curriculum and lesson content, exhibit development, public programs, and involvement in the training program for docents and tour guides. Estimated costs for the position FY 2008 \$39,103 salary + one-time-only costs 3,326 + annual operating 2,470 + travel 5,000 = \$49,899 and FY 2009 \$39,103 salary + annual operating 2,470 + travel 5,000 = \$46,573 (\$93,472 for Biennium - State Funding from Indian Education for All).

Montana University System

Priority EPP # Description

01 1051 Improve Transferability and Student Data
MUS

In today's global economy, the economic well-being of Montana depends on an educated citizenry. That education is essential for both the viability and health of the State's economy and the long-term career success of Montana's citizens. It isn't enough to focus on just the workforce needs of Montana in 2007. The State and its educational entities must develop a future perspective to insure that Montanans are not left behind. That perspective requires that more and more of Montana's citizens complete as much education beyond high school as possible. And they need help in that effort by assuring that post-secondary education in Montana is available, affordable and efficiently delivered.

To accomplish that lofty goal, a multi-faceted approach is necessary. It will require the following:

- A comprehensive program to improve transferability between campuses of the Montana University System. In response to a 2004 Legislative audit, the Montana Board of Regents made an initial start in this effort with the adoption of several System-policies. The most difficult work has yet to be done, however. The work requires the development of multiple pathways for students to follow as they work on a degree program in the System. Those pathways could include program-to-program/institution-to-institution articulation agreements, common coursework for some degree programs, agreement on course content, and possibly common course numbers. In the handful of states that have undertaken such an effort, the participation and consensus of program faculty is essential. In fact, the accreditation status of Montana's post-secondary institutions could be jeopardized without that involvement.
- The development of a comprehensive information database. The success of all these projects depends on the development of a much more sophisticated and comprehensive data base that is also integrated with the data systems of other State agencies. It is imperative that this information system be integrated with the Student Education Information Data System currently being developed by the Office of Public Instruction. The impact and effectiveness of all these programs on students and Montana citizens is simply not determinable without good data, especially data that tracks students from the K-12 system through post-secondary education and on to the work force. The Office of the Commissioner of Higher Education would continue the Director of Institutional Information and Research on its staff to enhance the capacity and effectiveness of the existing Montana University System Data Warehouse and to develop assessment models to monitor the impact of all these programs.

The transferability effort and the comprehensive information database are inherently connected and would require the following effort and investment:

development of a comprehensive and refined Data Warehouse and	
implement the required assessment models (OTO)	\$ 750,000
faculty program council expenses (OTO)	\$430,000
Total (OTO)	<u>\$1,180,000</u>

Management and sustainability of this project will require a 09 biennium	
investment	\$600,000
Total Biennial Cost (OTO and on-going)	<u>\$ 1,780,000</u>

The management and sustainability investment would include 2 FTE (1 FTE with the requisite academic credentials



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to lead the transferability effort and 1 FTE to lead the comprehensive database effort) office space, equipment and operating expenses. Some ongoing funds would be needed for faculty program councils and faculty release time.

- A coordinated and collaborative educational system that begins with pre-school and continues all the way through graduate education. The most significant "educational transfer" for any student is the move from high school to post-secondary education. In order to insure Montana's economic vitality now and into the future, more and more of its citizens. . .both traditional college-going students and adult workers. . .need to make that transition. The groundwork for a collaborative educational system has already been established in Montana, with the work of the Board of Education and its P-20 Committee. That effort has no full-time staff person to work on these important activities, however. Any achievements to date have been the result of personnel in both the Office of Public Instruction and the Office of the Commissioner of Higher Education who committed to a project at the expense of other essential work that needs to be done. The P-20 effort is a major commitment of many states, with large staffs to spearhead the effort. Montana needs to get started by adding 0.5 FTE position in the Office of the Commissioner of Higher Education to work exclusively on this important and unprecedented collaboration. A biennial investment to cover the cost of ten P-20 community-based councils; consultants and professional development programs; and salary, benefits and operating costs for the 0.5 FTE would be \$120,000.

HOW SUCCESS IS MEASURED:

- transfer pathways are created in 22 different program and subject areas; those pathways may include common coursework, a common curriculum, common course content, articulation agreements, etc.
- appeals of transfer credit decisions are reduced by 50% from the baseline year of 2006 - 2007.
- a 25% increase in the number of pre-post-secondary educational credits that are accepted by the Montana University System, in such programs as dual enrollment, running start, advanced placement, tech prep, etc.
- the development of an integrated and comprehensive data system for the Montana University System, particularly a data system that does not rely unnecessarily on the campuses for information.
- alignment of K-12 graduation standards and post-secondary proficiency standards in composition, mathematics and science.

02 2051 *Improve Affordability for Students* MUS

According to Tom Mortenson of the Pell Institute, postsecondary education "has become the dominant factor in the growth of personal incomes and the living standards of people, families, cities and states." It is a well accepted fact that more education correlates highly with increased wages. Over a 40-year working career, those with some postsecondary education will earn about 75% more than those who have only a high school education. But the correlations between higher educational attainment and non-monetary benefits are equally strong. Improved health, decreased crime, higher charitable giving, and greater civic participation, among others, are all strongly related to the education of the individual and the overall education levels of a community. In addition to all the important things a university system does on a daily basis for the state and its communities, a central tenet of our mission must be to continue to prepare students for life by getting them into, and successfully through, a postsecondary education.

Montana faces increasingly high postsecondary education costs relative to income levels. In 1994 Montana's average tuition was \$27 below the 15 western states' average; in 2004 it was \$703 above the average. Montanans must now pay a 40% higher share of their incomes for resident tuition and fees than residents of the other western states. The average student debt for a Montana university graduate is \$20,000 and rising. With these trends, it is no surprise that in 2000-01 the college participation rate for Montana students from low-income families was 27.9% compared to 42% for the general population. According to Measuring Up 2000, the state of Montana received a grade of "D-" for affordability. In 2002, the affordability grade sank to "F" and remained there in 2004.

High tuition does not create as much of a barrier to education if it is coupled with relatively high tuition assistance. Virtually every state in the US has a substantial need-based aid program, but Montana is far behind every other state in the region in the amount of aid provided our students. Montana appropriations for need-based aid are just \$70 per student as compared to \$238 per student for the other 15 western states. Even in Montana's two-year colleges - in most states the low-cost point of entry for many students - cost is increasingly a barrier. On average, a Montana family pays 25% of its income at two-year colleges compared to 16% nationally.

Federal loan limits no longer provide many Montana students and families with sufficient lending capacity to satisfy the cost of education. For the first time, the cost of education (including room and board) now exceeds the amount of borrowing available to many Montanans. There simply isn't enough need-based aid to serve our Montana residents and this lack of aid impacts enrollment, persistence, and success in postsecondary environments.

The purpose of this initiative is to provide Montana residents with greater access to Montana's postsecondary institutions, through entry-level scholarships based upon financial need, with the goal of alleviating student debt



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Priority EPP # Description

burdens. In addition, the MUS strongly supports full funding of the Governor's Postsecondary Scholarship Program.

MHEG/MPACT Scholarship Proposal \$2.5 million

HOW SUCCESS IS MEASURED:

Success will be measured as follows:

- the dollar amount is distributed in the form of scholarships to qualifying Montana residents
- increase the participation rates of Montana resident students

Are there any external partners proposed to join in the funding of this initiative? If yes, please note proposed partners.

No, although it should be noted that businesses and individuals are already significant partners in providing scholarships, and yet the need is demonstrably well beyond what the private foundations can meet.

Is this proposal in place of something presently being done? If yes, please note activity that would cease once new proposal was initiated.

No

Can this proposal be absorbed into current services without additional funding?

No

Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)?

No. Tuition increases presently help fund the MTAP - Baker Grants and tuition waivers. Further burden on tuition for all students to fund need-based grants would be disadvantageous for Montana's middle income students.

Would this proposal be undertaken only with funding other than tuition?

Yes. This initiative proposes to enhance existing aid programs (MHEG, PSGS, MTAP, MPACT) and Pell grants so that Montana more nearly compares with similar states that are providing an average of \$238 per student, over three times Montana's level.

03 2002 **Fully Implement Governor's Scholarship Program**

MUS

Fully implement the Governor's Postsecondary Scholarship Program. A separate worksheet justifying the amount of the decision package will be sent separately.

The Governor's Postsecondary Scholarship program passed by the 2005 legislature was partially funded and implemented in the 2007 biennium. This request for \$3.875 million general fund will provide sufficient funds to fully fund and implement the program in the 2009 biennium.

Once the Governor's Postsecondary Scholarship program is fully implemented, nearly 1,000 Montana students will benefit from this scholarship program.

04 2003 **Increase Admin. Allowance for Governor's Scholarship Program**

MUS

During the current biennium, the Montana Legislature appropriated \$44,000 (\$22,000 per year) to offset the costs of administering the Governor's Postsecondary Scholarship. To date, the actual direct administrative costs in FY2006 are in excess of \$90,000, which include some one-time expenses associated with start up. However, we estimate ongoing expenses of \$50,000 per year beginning in year 2 of the scholarship program (FY2007).

OCHE is requesting that the administrative allowance be increased to cover the estimated actual cost to administer the Governor's Postsecondary Scholarship for a biennium total of \$100,000.

05 9051 **Statewide Plan for Healthcare Worker Education**

MUS

Montana faces a severe shortage of allied health professionals, due to increased demand, an aging workforce, and an aging society. Current projections indicate we will need about 6,100 additional health professionals in the workforce to meet the needs of Montana's citizens in 2010 - about a 30% increase. Also, we currently have 47 of our 56 counties that are, in whole or in part, designated as Health Professional Shortage Areas (generally less than one primary care physician per 3,500 people). While there are many aspects to healthcare affordability and access, if there are inadequate numbers of trained professionals in the workforce it is impossible to have access to basic healthcare throughout the state. While the university system can play a supporting role in solving many of our



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state's healthcare access problems, it unquestionably has a lead role in educating the healthcare workforce in all of our communities.

There are many initiatives in the university system that are underway or being proposed to address this problem, but we lack a coordinated statewide plan for meeting our current and future needs. Without such a plan, it is exceedingly difficult to make an informed decision as to what combination of programs is most likely to address our workforce shortages over the next decade in the most cost-effective way.

This initiative proposes that the Board of Regents require a statewide plan be developed, with clear long-term goals, before funding individual initiatives to expand healthcare training programs. This plan should also include data that give us a clear understanding of the current capacity of existing programs and the cost effectiveness of these programs. New or non-traditional programs should also be considered, with the goal of eliminating the shortage of qualified healthcare workers in each of the state's regions, regardless of the source of those workers.

The following is a DRAFT proposal, which outlines programs and alternatives which should be considered in developing a comprehensive and systematic approach to healthcare worker training in Montana. Cost estimates are approximations only.

Goal: Develop a comprehensive plan, including associated costs, to close the healthcare worker gap in ten years with the most cost-effective combination of programs.

1. Establish a healthcare data team to evaluate, over time, the state's healthcare worker shortages (both existing and anticipated).

This team should consist of, as a minimum, representatives of the following agencies or organizations:

- Montana Department of Labor and Industry Research and Analysis Bureau
- Montana Department of Labor and Industry Licensing Business and Occupational Licensing Bureau.
- Office of Commissioner of Higher Education
- MHA
- Others agencies or organizations as appropriate.

Cost: none additional

2. Establish an advisory group to evaluate proposals and make recommendations on the most cost-effective options to train, recruit, and retain healthcare workers.

This group should consist of 10-15 individuals and have approximately 50% of its members from non-government organizations. The group should also contain representatives of the Montana University System, including the state's community colleges and tribal colleges.

Cost: none additional

3. Work with the advisory group to evaluate options to reduce shortages of non-physician healthcare workers:

- Improve efficiency of current programs, including transferability and use of common curriculum across institutions, to lower attrition rates and speed graduation rates.
- Expand capacity in existing programs.
- Create funding pool to attract and retain targeted faculty in high-demand healthcare fields.
- Create new programs at strategically targeted institutions.
- Expand partnership with tribal colleges to offer more allied health training programs.
- Expand distance learning, either in-state or in cooperation with other states? programs (e.g. expand participation in WICHE's WRGP nursing Ph.D. program or offer on-line advanced degree programs similar to Arizona and Colorado).
- Expand partnerships with rural hospitals (or other options) to increase the number and size of clinical training sites.
- Create a fast-track for BA degree holders wanting to become nurses.
- Create programs to encourage/facilitate professionals not in the workforce to re-enter the workforce through re-certifications or incentives.
- Increase career pathways and dual-enrollment programs to increase supply of students wanting to enter healthcare professions.
- Expand programs to offer and encourage advanced degrees in nursing to build stronger base of potential instructors.

Cost: The advisory group should estimate the total costs, over the next 10 years, to reach our goal of eliminating worker shortages. The group should also make recommendations for priority funding requests in the next biennium. Estimate \$3 million in next biennium

4. Develop stronger support from industry (primarily hospitals and clinics) to provide additional matching funds for



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expanding the number of trained healthcare workers in the state in a systematic way.
Cost: none additional

5. Actively solicit federal and/or non-profit grants and funds, as a state or university system, to help eliminate the healthcare shortage in Montana.
Cost: none additional

6. Expand physician education to increase the number of physicians in Montana, with particular emphasis on increasing the number of primary care physicians practicing in rural areas.

- Increase WWAMI slots for entering class by up to 10 additional slots per year from current 20/year (after four years the total in the 4-year program increases by up to 40 students from 80 presently in the program).
Cost: \$0.9 million next biennium, \$1.7 million subsequently
- Implement selection criteria for WWAMI to increase percentage of physicians returning to Montana rural areas in primary care specialties.
Cost: none to MUS or general fund
- Implement a third year WWAMI medical training program in Montana.
Cost: none to MUS or general fund
- Develop a proposal to expand MT Family Practice Residency Program.
Cost: none in the next biennium, possibly funding required subsequently
- Consider adding residency program in another specialty area in 3 years, possibly in a community other than Billings.
Cost: none in the next biennium, possibly funding required subsequently.

7. Increase the funding for, and more carefully target, incentives to encourage primary care physicians to locate in high-need areas by considering the following options:

- Charge higher rates (on par with all other WWAMI states) for first year WWAMI students and put funds into Montana Rural Physician Incentive Program (MRPIP) and WWAMI program.
Cost: none to general fund or MUS. Increases tuition for medical students that is more-than-offset by future incentives if they return to practice in Montana high-need areas.
- Phase out current Rural Physician Tax Incentive (grandfather current enrollees for time left under current law), put equivalent funds into MRPIP.
Cost: none to general fund or MUS. Requires legislative action to change tax code and reallocate funds.
- Increase "surcharge" for WWAMI program from \$2K to \$4-5K per year, put additional funds into MRPIP.
Cost: none to general fund or MUS. Increases tuition for medical students that is more-than-offset by future incentives if they return to practice in Montana's high-need areas.
- Use combination of above proposals to generate approximately \$1 million per year for MRPIP. Revise MRPIP to increase incentive amounts and to better target locations in most need of primary care physician with a goal to eliminate all Health Professional Shortage Areas (HPSAs) in 10 years. Include a larger selection team for awards to have greater rural representation and to ensure incentives are targeted at highest-need areas.
Cost: none to general fund or MUS.
- Consider adding other healthcare professional which are also in critical short-supply to the incentive program.
Cost: none to general fund or MUS

8. Continue to evaluate options for increasing the number of dentists through expanded partnerships with other states (including WICHE and WWAMI).

This is currently being evaluated by the Montana Dental Association and the MUS through a \$5,000 grant from the Legislature and a \$20,000 grant from the American Dental Association. Particular emphasis is being placed on training dentists likely to practice in Montana's rural areas.

HOW SUCCESS IS MEASURED:

Montana will have a strategic plan for meeting the healthcare worker needs of the state during the next decade. Healthcare program expansion or creation of new programs will be substantiated and monitored with accurate data. The MUS will have significantly better coordination with state agencies and other healthcare organizations in Montana and the region to ensure all are better working together to achieve common workforce and healthcare access goals. An advisory group from both the public and private sector will be able to advise the Regents on program and spending priorities over time. Ultimately, Montana's citizens (and particularly those in rural, historically underserved areas) will have improved access to healthcare.

Are there any external partners proposed to join in the funding of this initiative? Yes, as noted above.



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Is this proposal in place of something presently being done? If yes, please note activity that would cease once new proposal was initiated: None, although current efforts both inside and outside the MUS should be better coordinated.

Can this proposal be absorbed into current services without additional funding? Yes, with the exception of new or expanded education programs.

Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)? Partially. It is unlikely new or expanded programs could be undertaken without significant funds, but the planning and coordination efforts could proceed without additional funding. Changes to the location incentive program may not require new funds, but it will require Regent's and Legislature's action.

Would this proposal be undertaken only with funding other than tuition? Partially. It is unlikely new or expanded programs could be undertaken without significant funds, but the planning and coordination efforts could proceed without additional funding. Changes to the location incentive program may not require new funds, but it will require Regent's and Legislature's action.

06
MUS

1052 *Coordinate and Expand Distant Learning Program*

The funds will be used to continue the 1.0 FTE position in the Office of the Commissioner of Higher Education, create and implement a web portal for MUS distance courses, and develop new distance learning programs. The current position of Director Distance Education Business Development was created with funds allocated by the 2005 Montana Legislature. In addition to continuing the projects that have already been implemented by the current Director of Distance Education and Business Development, the money will also be used to create and refine the Montana Distance Learning Gateway, an informational website that will ultimately serve as the single portal entrance to distance learning programs in Montana. The funds will also be used to develop new distance education programs in Montana, both credit and non-credit bearing, that will serve place-bound students, workers and employers who do not have access to traditional campus educational and training opportunities in the State.

HOW SUCCESS IS MEASURED:

Funding for this initiative will result in: 1) reduced duplications of redundant offerings, saving money; 2) expanded offerings through greater state-wide collaborative efforts to deliver additional courses and programs at no significant additional cost; 3) development and delivery of new courses and programs focused on workforce development and training; 4) enhanced student user-friendliness of all aspects of distance education delivery, which in turn supports a higher quality higher education attainment by place-bound citizens.

Specifically, this funding will allow us to:

- Develop consensus, identify a web-based platform that will serve the campuses, and create the Montana Distance Learning Gateway that was a high priority recommendation of the Shared Leadership Steering Committee. This will allow significantly more students to access the numerous distance learning courses offered across all our campuses.
- Develop and deliver new credit and non-credit bearing distance education programs in the State, including new collaborative offerings, intended to serve primarily workers in need of career training and employers in need of specially skilled workers.
- Significantly expand the number of distance education programs and increase the number of students enrolled in distance education.

Are there any external partners proposed to join in the funding of this initiative? If yes, please note proposed partners. None have been formally identified as of this time, but they are being developed over the next year. Priority for distance education program expansion will be given to those programs that have strong industry partnerships.

Is this proposal in place of something presently being done? If yes, please note activity that would cease once new proposal was initiated: It is a continuing extension of the 2005 Session funding to support distance education development for students, workers, and employers, across Montana and beyond.

Can this proposal be absorbed into current services without additional funding? Present funding includes the initial cost of 1.0 FTE to develop the program described, to lay out the plan and the timeline, and to identify possible solutions to the many related challenges. The development of a collaborative and supported approach across all campuses is a primary mission of the present process.



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Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)? It would likely continue to be piecemeal and based upon the preferences and concerns of each individual campus. As clearly stated in the Shared Leadership report, "Montana is too small and too poor to continue down it current path with distance education." (Sally Johnstone, Western Cooperative for Educational Telecommunications)

Would this proposal be undertaken only with funding other than tuition? In part. The gateway would not be developed without funding other than tuition. The campuses have the ability to generate certain tuition for distance education support and development, but a successful approach is dependent on the willingness and ability to coordinate programs across the state and build the distance education portal. In addition, a strong central-coordination approach almost eliminates the present conflict of "traditional vs. distance" education funding and development that exists on each campus.

07 1055 **Expand Indian Education for All** MUS

Section 20-1-501, Montana Codes Annotated, states that ". . . every educational agency will work cooperatively with Montana tribes. . . to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments." Individual campuses that make up the Montana University System have developed individual programs to meet that statutory mandate, particularly in the area of teacher education. The Montana University System has not been as responsive, however, until recently. A work group, made up of representatives from several of the campuses, will meet during the 2006 - 2007 academic year to develop a system-wide plan. That plan will be presented to the Montana Board of Regents, for its review and approval, in November 2006. The money in this budget request is intended to implement that plan.

The money will be used as follows:

- \$10,000 to fund the travel expenses of an advisory board on Indian Education for All and other Indian issues, made up of representatives from the tribes throughout Montana.
- \$50,000 to develop an Indian Education for All website, with information on resources for academic programs in the Montana University System.
- \$130,000 to fund the development of Indian Education for All instructional materials and programs for the Montana University System, using an RFP process.
- \$85,000 to fund a faculty development program on Indian Education for All in the Montana University System.
- \$25,000 to sponsor a symposium or research conference on Indian Education for All.
- \$200,000 for 1 FTE to work exclusively on this effort, along with office space, equipment and operating expenses for that person.

HOW SUCCESS IS MEASURED:

- implementation of all of the projects described in the proposed budget. I.E., creation of an advisory board for the Office of the Commissioner of Higher Education, creation of the web site, establishment of a faculty development program, etc.
- creation of at least ten (10) "public domain" courses that can be used by other faculty members throughout the System in the area of Indian Education for All.
- implementation of a faculty development program that a) results in at least one Indian Education for All "lead faculty" member in each unit of the Montana University System, to advise and support his/her colleagues at that campus; and b) results in at least one program on each campus that has imbedded Indian Education for All materials throughout it curriculum.

Are there any external partners proposed to join in the funding of this initiative? If yes, please note proposed partners.

None.

Is this proposal in place of something presently being done? If yes, please note activity that would cease once new proposal was initiated.

The proposal will not replace current activities undertaken by the campuses to satisfy the statutory requirements of Indian Education for All. The proposal is intended to supplement those plans.

Can this proposal be absorbed into current services without additional funding?

Some campuses may be able to implement the expectations of the System-wide Indian Education for All proposal, without this appropriation, using the resources available on their campuses. For many campuses, however, particularly the smaller units, the resources to comply with an Indian Education for All policy or statement are simply not available without additional funding.



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Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)?

No.

Would this proposal be undertaken only with funding other than tuition? Yes.

08 1001 **Economic Development and Outreach**

MUS

The Office of the Commissioner of Higher Education requests \$368,000 general fund in the 2009 biennium to maintain two positions that are currently funded by regents' priority funds. These two positions, the Associate Commissioner for Economic Development & Outreach and one administrative assistant were created in 2004 by the Board of Regents. The positions have been filled since January 2005.

In recent years, the Board of Regents has taken a greater interest in, and has directed the Montana University System to become much more active in, workforce development, technology transfer, and outreach and collaboration with government entities and educational organizations. There is greater emphasis on outreach, partnerships, and support of the state's businesses. Initiatives include:

- Implementation of initiatives to improve access to postsecondary education, stronger partnerships with Montana businesses, and improved coordination of distance learning.
- Building stronger relationships and having more consistent communication with the legislature and its staff.
- Development of a strategic plan for the university system that reflects Board priorities and the university system's emphasis on supporting the state's businesses and agencies.
- Management and accountability of more than \$7 million of new funding for our two-year programs, community colleges, and tribal colleges.
- Development of better data systems to improve transferability for students, accountability of the university system, and integration with other state agency workforce and education (primarily K-12) systems.

Prior to the creation of the two positions, the OCHE staff had limited ability to support new initiatives and activities. Employees had, in an ad hoc fashion, juggled additional duties with existing workload. The two positions have allowed the Commissioner's Office to focus on implementing these, and other, initiatives which support the priorities of the Board and the Montana University System.

09 2001 **WWAMI, WICHE MN Dental**

MUS

This decision package requests \$554,849 general fund in the 2009 biennium to fund both new and continuing student slots at anticipated increased tuition levels for the WICHE, WWAMI and MN Dental professional student exchange programs.

A supporting worksheet will be sent to OBPP separately.

10 1054 **Improve OCHE IT Network & Security**

MUS

The Office of the Commissioner of Higher Education recently experienced a serious security breach of its information technology network in Helena. We are requesting a placeholder be inserted into the EPP process for the purpose of allowing OCHE to present a plan to address the security issues.

The placeholder amount requested includes \$30,000 as a one-time-only request for upgrading the network server and \$50,000 for the 2009 biennium for network maintenance and security services. The State Information Technology and Services Division will be consulted/informed during the development of the security plan in order to coordinate and be compatible with the state infrastructure.

11 1002 **Rent Increase**

MUS

The Office of the Commissioner of Higher Education plans to move to a permanent location after the University of Montana completes construction of a building on the Helena College of Technology campus. OCHE requests an additional \$233,000 general fund in the 2009 biennium for increased rent. The anticipated move date is December 2007.

In the 2007 biennium, the legislature approved a restricted \$50,000 per year appropriation for increased rent and moving costs for OCHE. The agency temporarily moved into a downtown location and will expend approximately \$57,000 of the \$100,000 for moving costs and increased rent during fiscal years 2006 and 2007. OCHE requests reappropriation of the original \$100,000 general fund approved in the 2005 session, plus an additional \$133,000 general fund for the anticipated rent increase in the new building.

12 1004 **Writing and Math Proficiency Workload Increase**

MUS

The Office of The Commissioner of Higher Education (OCHE) proposes a partnership with the state to share the cost of scoring the Montana University System Writing Assessment test. This partnership will cost \$102,000 general fund



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in the 2009 biennium; the remaining \$102,000 cost to score the assessment test will be funded from the federal Title II Improving Teacher Quality grant. (Local school districts in Montana are also partners in this program as they pay for teacher substitutes in order for teachers to score the writing tests.) This proposal is for the 2009 biennium only. Future requests will be submitted only upon evidence of the program's effectiveness (see performance measures below)

Proficiency admission is one of several P-20 efforts designed to give students a more seamless transition from high school to college. To increase student access to postsecondary education and to decrease remediation rates, the Commissioner of Higher Education has involved the K-12 sector in setting admissions standards and examining college readiness skills in mathematics and composition. As a result, the Board of Regents adopted policies for mathematics proficiency admissions (board policy 301.15) and writing proficiency (board policy 301.16). The writing policy includes a writing assessment to determine if students are adequately prepared for college-level writing.

Increased scoring costs will result from more students taking the test. The writing assessment was first administered in 2001, with 3,385 students taking the test. In 2006, 7,000 students took the test. This number is expected to increase to approximately 9,000 students by 2009.

HOW SUCCESS IS MEASURED:

The effectiveness of the Writing Proficiency Initiative will be demonstrated through a variety of measures.

- The number of student scores reported for the MUS Writing Assessment. (3,385 in 2001; 3,467 in 2002; 4,000 in 2003; 4,714 in 2004; 5,969 in 2005; and 7,022 in 2006)
- The mean score of students taking the assessment. (3.0 in 2001; 3.2 in 2002; 3.3 in 2003; 3.4 in 2004; 3.4 in 2005).
- The number of teachers, education students, and college instructors trained in the use of holistic scoring and grading of student essays. (From 100 in 2001, to 295 in 2006)
- The number of high schools voluntarily participating in testing. (From 75 in 2001 to 108 in 2006)
- The predictive validity of writing assessment scores; comparing test score to freshman GPA.
- The number of students taking remedial composition in the Montana University System during each progressive year that this standard is in place:
 - On the four-year campuses
 - On the two-year campuses
- The average student grade for regular freshman composition courses during each progressive year.

The expectation is that as more schools and students participate in the Writing Assessment administration, training, scoring, and examination of results, more students will achieve K-12 writing performance standards and the aligned college admissions standards. Achieving this efficiency and alignment in the education system will result in:

- fewer traditional students requiring remedial composition, particularly in the four-year programs of the of MUS;
- higher grades in freshman composition;
- higher retention rates (when coupled with the new Mathematics Proficiency Standard); and
- more consistency in the grading practices of high school English teachers.

Because testing instruments (ACT and SAT) for Mathematics Proficiency are funded through student fees, no additional general funds are requested for this measure; however, the MUS will collect data about the effectiveness of the Mathematics Proficiency Standard to ensure that it, too, results in efficiencies and better P-20 alignment.

(The amount requested is based upon 8,000 tests scored in 2008 and 9,000 tests scored in 2009 at \$12 per test, multiplied by 50 percent.)

13 MUS 1003 CEO Pay Increase

The Office of the Commissioner of Higher Education requests \$117,216 general fund in the 2009 biennium for the salary increase authorized by the Board of Regents policy 802.8, Salaries of the Commissioner of Higher Education and Campus Chief Executive Officers. This policy was approved by the board with the intent to establish salaries of campus chief executive officers with consideration for external competitiveness and internal pay equity within the Montana University System.

The Commissioner of Higher Education conducted a salary survey of the presidents of following institutions of higher education: the University of Idaho, Idaho State University, the University of Wyoming, the University of North Dakota, North Dakota State University, the University of South Dakota and South Dakota State University. The Commissioner included the salaries of the presidents of The University of Montana (UM) and Montana State



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University (MSU) in determining the average regional presidential salary.

Effective October 1, 2006, the salaries of the Commissioner of Higher Education, the UM and MSU Presidents, the Chancellors, and the Deans of the Great Falls and Helena Colleges of Technology have been established as follows. The salaries of the Presidents of UM and MSU are 90% of the average regional presidential salary determined by means of the survey. The salary of the Commissioner of Higher Education is 105% of the salaries of the UM and MSU Presidents. The respective salaries of the Chancellors and the Deans of the Great Falls and Helena Colleges of Technology have been established on an individual basis at the discretion of the President of the affiliated university, in view of the President's assessment of relative responsibilities, performance, market factors, and service with the University System, subject to Board of Regents approval. The salaries of the Chancellors have been established within a range of 75% to 90% of the salaries of the UM and MSU Presidents. The salaries of the Deans of the Great Falls and Helena Colleges of Technology have been established within a range of 60% to 75% of the salaries of the UM and MSU Presidents.

21 9052 2-Year Programs and Economic Development OTO MUS

UM COT Training (\$200,000)

In order for the COT to be responsive to Montana workforce development needs it must develop new programs in high demand fields that provide specialized training requiring one year or less to complete. This proposal will provide funds for developing new COT certificate and training programs.

The student population at the COT has expanded and is projected to continue to expand. The existing COT faculty is sufficient to meet student demand in current program areas. If new training and certificate programs are to be developed, and they must, additional specialized faculty must be hired in high demand workforce fields. The infusion of additional funding will enable the hiring of specialized faculty that will assist in the development of and that will teach new certificate and training programs.

The faculty required for most of the new training and certificate programs envisaged is highly specialized. We must be able to offer competitive salaries to attract qualified individuals. Depending on where and how these funds are applied this rate of funding will result in the maximum equivalent of about 3 FTE adjunct faculty lines for each year of the biennium.

New certificate and training programs will be developed and offered in workforce areas such as Applied Computing and Electronics, Tourism and Recreational Management, Mammography Technology, Highway Maintenance Specialist, and Surgical Nursing.

UM COT Equipment (\$200,000)

The COT must be responsive to Montana workforce development needs. This requires the continual updating/upgrading of existing equipment as well as the acquisition of new types of equipment for existing programs as well as new programs that are developed and implemented.

Several new training and certificate programs are planned and possibilities include fields such as Applied Computing and Electronics (ACE), Tourism and Recreational Management (TRM), Mammography Technology (MT), Highway Maintenance Specialist (HMT), and Surgical Nursing (SN). Equipment needs to implement these programs as examples would include approximately \$35,000 for computer hardware and software for ACE, \$10,000 for computer software for TRM, \$30,000 for medical examination equipment for MT, \$20,000 for diesel equipment for HMT, and \$20,000 for medical simulation equipment and a mannequin for SN.

Equipment funds would also be used to upgrade existing student computer laboratories with new hardware and software campus wide and purchase needed new equipment in the areas of Health Professions and Industrial Technology.

MT Tech Economic Development (\$200,000)

The College of Technology (COT) seeks funding to hire the expertise as appropriate to develop programs in response to the needs of their industrial partners. Development and marketing of new program offerings requires focused expertise. Once a program is in the delivery stage, faculty members with specialized expertise are hired and paid for through tuition revenue. Montana Tech earlier hired a specialist to develop health care programs for the COT which has resulted in the approval of three new programs and a steady growth in enrollments and graduates in healthcare. A similar need exists in the information and technical trades area.

In response to requests from employers, planning is proceeding for new technical and apprenticeship programs in: Construction Trades, Land Surveying, Emergency Medical Response, Lineman Training, Safety Technician, Land Data Acquisition Technology, and Web Technology.



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HOW SUCCESS IS MEASURED:

New program approval is the first measure of success. A longitudinal measure of enrollments and graduate placement in the appropriate industry is the next measure of success.

UM-Western Access & Economic Development (\$200,000)

Build on the training programs established by the local Workforce Advisory Group to:

- Continue to develop and implement new certificate and two-year programs responsive to changing workforce needs;
- Continue implementation of the Workforce Development Center in downtown Dillon as a clearinghouse for non-traditional access to workforce training;
- Enhance student accessibility to these programs by providing scholarship dollars so employees can enter the workforce with lower debt loads.

HOW SUCCESS IS MEASURED:

Increase in Montana's skilled workforce in areas of high need.

Increased satisfaction of employers with graduates of these programs.

Increase in employment rate and salaries of graduates.

Satisfaction of availability of off campus site.

22 9053 *MSU-Northern Equip. & Program Development OTO*

MUS

This investment would allow the campus to continue to improve laboratory teaching and learning environments that would help meet the needs of State in workforce development. The maintenance and acquisition of up-to-date equipment is essential to ensure students have access to the new technologies that are continually evolving in their fields.

HOW SUCCESS IS MEASURED:

Assessment in Courses

National Licensures

Placement of Graduates

Employer Surveys

23 9054 *Recruitment and Retention UM Campuses OTO*

MUS

UM-Missoula Marketing (\$250,000)

The University is entering a new competitive age that will require a marketing investment that realistically addresses the competitive environment.

This proposal will assist in the support of the University's Branding initiative-marketing to prospective students (high school/transfer/current students (retention) Alumni (Donors and NonDonors) ourselves (staff/faculty/administrators) friends, parents, future students, policy makers and other oversight organizations.

We will reach them all in relative order of near and long term importance to the University through compelling communications to move them all closer to the University and it's on going educational commitment. It is very important to understand that our strategy will reach, touch and move them all over a relatively short period of time - 18 months. This program will run on web sites, video streams, TV (cable and satellite) radio, I Pods, and things like UM Homepage and musically on University telephone "hold" time.

Measures of success:

The above proposal will increase the consideration and therefore the willingness to say yes among all the above constituencies. We will measure the consideration change quarterly. This is a key benchmark. We will also survey key groups (Alumni/Foundation/Athletics) on a regular basis to gather their input. Most important near term we will work with enrollment services on market specific investments and have them provide clear feedback on inquiries, web hits applications etc.

Montana Tech - Marketing (\$50,000)

As the primary campus in Montana with a stated mission to education students in science, technology, engineering and math (STEM) programs, Montana Tech must market its programs more aggressively than we have been able to over the past 10 years. Graduate of STEM programs represent only 5% of the population of the United States and are responsible for driving 50% of the Gross Base Product (GBP) of the nation. Only 32% of the bachelors degrees awarded in the United States are in STEM programs. This percent is much lower than either Japan or China. The European Union has demonstrated its concern for education in STEM programs by announcing the establishment



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of the European Institute of Technology to be modled after MIT.

Located in the Pacific Northwest, Montana Tech has an array of programs that are unique and essential in the search for both short-term and long-term solutions to our energy needs. The capacity to educate more students in STEM programs exists. Our goal is to get students interested in these programs and attending Montana Tech. Therefore, we plan to utilize the knowledge and materials provided by a recent marketing and branding study to more aggressively market our unique programs in Montana, the Pacific Northwest, nationally and internationally.

HOW SUCCESS IS MEASURED:

Success will be measured by increased enrollments in STEM programs.

UM-Western - Classroom Equipment (\$30,000)

UMW ACTION ITEM: Western's first priority is to further enhance student success and retention through sustainable funding for a student learning center on campus. Western has created the beginnings of the learning center with help from Student Senate Funds and grant funds. This proposal is for one-time-only funds to provide updated technology for that center and the library. The request is for 16 computers, one printer and tutoring management software for the center and the Lucy Carson Library, which houses the center. These will replace the old machines in the library and those that were moved to the center when a student computer lab was updated.

Research has shown learning centers help raise student confidence and success, and therefore retention and completion rates. Peer tutoring assists both the student giving and the student receiving the academic assistance. Many Western students come to campus lacking adequate confidence and even experience in writing, speaking, technology and computation. They need help to succeed and we wish to provide it. In January 2006, we began a small pilot program in peer tutoring using soft money to get us started. This will help us continue with this project.

Improved teaching means heightened learning. Higher graduation rates contribute additional educated members to the Montana work force. Increased student success and retention improves university efficiency by reducing the need to recruit replacement students.

HOW SUCCESS IS MEASURED:

Increased participation, retention and completion rates of students.

UM-Western - Block Schedule Faculty Exchanges (\$50,000)

UMW ACTION ITEM: UMW is still in the first years of its transition to Experience One block scheduling. This system presents faculty with unique opportunities and challenges for teaching and student learning assessment. Some assistance has been provided to faculty to maximize the potential of Experience One but the campus believes that more training opportunities would enhance faculty teaching and student learning.

A teaching exchange and symposia program will allow Western faculty to explore and share research on current ideas on teaching, learning, and outcomes assessment, especially as it pertains to experiential learning, appropriate use of technology, and teaching in a block system. This will help UMW take full advantage of Experience One.

HOW SUCCESS IS MEASURED: increased retention, expertise and satisfaction of faculty; increased student involvement in experiential learning and improved learning outcomes.

UM-Western - Access & Support \$60,000)

UMW ACTION ITEM: A pilot project to increase accessibility, participation and completion rates and foster the liberal education of students by:

- a) Providing partial scholarships during the first semester of attendance at UMW to non-traditional Montana high school graduates and/or MUS COT/CC transfers;
- b) Developing a special advising and support program for non-traditional and part-time students;

We wish to increase participation by Montana citizens who have not attended a college or university within three to six years of graduation from high school (or GED) by offering a need-based, incentive financial aid package and scholarship for blocks 2 and 3 of the first semester and block 7 of the second semester. We would offer a similar need-based scholarship to graduates holding a Montana two-year associate degree. Eligibility for entry into the program would be during the 3rd to 6th year after earning a high school or GED or within 0 to 3 years of having earned an associate degree in Montana.

We would establish a dedicated program and office to support and advise the students described above as well as other non-traditional, adult and part-time students.



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Priority EPP # Description

HOW SUCCESS IS MEASURED:

Increased participation, academic success, retention and graduation rates of the target cohorts.

24 9055 Skilled Industry Clusters Equipment Great Falls COT OTO

MUS

The construction and industrial technologies sector in Montana is a bright spot for the State's economy. This is true on a statewide and local level, especially in the Greater Great Falls area served by MSU-Great Falls College of Technology. Statistics provided by the Great Falls Job Service and Montana Department of Labor show that in Cascade County alone, there will be an increase of nearly 1000 jobs in occupations such as Carpenters, Welders, Construction Manager and Laborers, over the next six years. This is an average growth of approximately 35%. To serve this growth MSU-Great Falls is constructing a structure to house an Skilled Industries Program Cluster designed to provide students with a core set of skills applicable to a wide range of trades categorized as "anchored" and therefore secure in Friedman's The World Is Flat. Friedman uses the term "untouchable" for a range of secure jobs that cannot be out sourced because they are special (like Michael Jordan's jump shot), specialized (like a brain surgeon's technique) or anchored because they must be done in a certain place at a certain time. MSU-Great Falls intends to focus on a range of "anchored" skill sets that will allow students to find employment in the construction industrial technologies sector.

Programming will primarily be focused four primary areas:

Carpentry - Commercial and Residential
Metals Joining & Fabrication - Welding, Cutting and Machining
Diversified Construction - Construction Managers & Laborers
Design Drafting - Interior Designers and Drawing Technicians

HOW SUCCESS IS MEASURED:

Number of student enrollments in Skilled Industries Cluster Programs
Student satisfaction with the equipment to their intended fields of employment;
Student satisfaction with the amount of equipment available in their learning environments;
Graduate satisfaction with the role the College's equipment played in preparing them for their occupational field;
Employer satisfaction with the role the College's equipment played in preparing students they hired for their occupational fields;

25 9056 Outreach UM Campuses OTO

MUS

UM Missoula - County Development (\$200,000)

At the request of the Board of Regents, both Montana State University and The University of Montana were asked to develop a proposal to bring economic development to two "red" counties (economically under developed) in Montana. The criterion was to choose one county that was home to a Reservation and one that was not. Given these criteria, The University of Montana chose Lincoln and Glacier counties.

Realizing that both of these counties have been the recipient of any number initiatives aimed at creating economic development, most of which were unsuccessful, it was determined that the first step in this process would be to conduct a needs assessment. This needs assessment, conducted over an 18 month period in partnership with the four campuses of UM, Flathead Valley Community College and the Blackfeet Community College, will have the following objectives:

- Assess where job growth could be stimulated through the delivery of short term technical training
- Assess the need for Associate and Bachelor level education
- Assess the need for certificate level technical education
- Assess the level of affordability of these programs and, resources permitting, implement some type of tuition waiver program

HOW SUCCESS IS MEASURED:

In this case, the completion of the assessment and a tabulation of findings measure the success of the initiative. Assuming that educational/training needs are found, the second phase of this initiative will be to design and deliver these programs.

Montana Tech - K-12 Outreach (\$225,000)

The nation faces a shortage of engineers and scientists. According to the National Academies of Engineering, the engineers and scientists of the future will not come from the traditional areas where we have historically recruited them. This indicates that enhanced outreach and articulation is required.

Montana Tech currently offers a series of federally funded outreach programs that work collaboratively with the K-12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs.



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Priority EPP # Description

The targeted audience is narrowly defined by these funding agencies. A sample of funded programs includes Upward Bound, Talent Search, and Gear Up. These programs should be expanded beyond the current resources to include more Montana high schools and two year colleges. We offer our Jump Start and dual enrollment programs in a few high schools which provide students the opportunity to get a head start on college credits. However, this effort should be expanded to include more rural high schools. Statistics show that students taking one or more college courses while still in high school tend to have more interest in going to college.

Another aspect of expanding our outreach programs is to provide library resource training for K-12 educators. Montana Tech Library is the only Federal Documents Depository in Montana. Due to this designation, we receive materials and instructional kits for math and science instruction. We propose to use these materials to provide in-service workshops for math and science teachers.

An effort will be made to outreach beyond K-12 to include articulation agreements in every relevant major with every tribal, two year and community college in Montana. Increased enhancement of the linkage between programs such as high school technology programs with the College of Technology programs such as metals fabrication and engineering would facilitate a student success based progression through the curriculums.

This proposal is to hire a two year full-time articulation specialist and increase the outreach coordinator by .25 FTE for the biennium.

HOW SUCCESS IS MEASURED:

Success in these expanded outreach programs will be measured by the increased number of students and educators served and the number of publicized articulation agreements at the end of the biennium. A longitudinal measure of transfer students taking advantage of the articulation agreements is also a measure of success.

MT Tech - Math & Science Academy (\$250,000)

This is a proposal to study the feasibility of and to pilot a residential Math and Science Academy at Montana Tech of The University of Montana. The concept has been demonstrated to work at the University of North Texas. The idea is to bring high achieving students to Montana Tech and have them complete the last two years of high school and the first two years of college concurrently. We estimate that each year about twenty high school students in Montana are capable of completing a math and science curriculum that is equivalent to the first two years of a strong math and science curriculum in college.

During the first year, we would hire an individual to determine how many students in Montana would be interested in and capable of taking advantage of this opportunity. This individual would also work with our faculty to determine what curriculum would be appropriate, estimate the cost of operating this program and outline the issues that must be addressed to make an academy of math and science work. We anticipate a number of issues and concerns of the Office of Public Instruction (OPI) will need to be discussed and resolved. This might include dual enrollment issues.

During the second year, a pilot program would be operated for 5 - 10 carefully selected students who would not be charged for this experience. However, through their participation, we would be able to determine the cost of operating the Montana Academy of Math and Science. Students completing the Montana Academy of Math and Science curriculum would be eligible to complete a bachelor's degree at Montana Tech or transfer to another campus. This program should save these gifted students two years in the time required to complete high school and obtain a bachelors degree.

HOW SUCCESS IS MEASURED:

Success of the first year will be measured through positive resolution of the feasibility and potential concerns by OPI about the Montana Academy of Math and Science and how it will interact with the K-12 system. The success of the pilot program will be measured by the percentage of the selected students who are able to complete the first year of the curriculum.

UM-Western - Marketing (\$50,000)

UMW ACTION ITEM: Convert the current website architecture from the delivery of static content in individual html pages to a database-driven dynamic content delivery system using page templates and modular design. In addition, provide a robust content management system (CMS) to serve the university's many content providers.

Websites are by far the most popular tool for evaluating and choosing a college or university. In addition, intranet websites are increasingly used to manage the university's business processes with internal constituencies including students, faculty, staff and alumni and friends.

Critical to developing a successful online initiative for both prospective students and current user groups is the ability



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Priority EPP # Description

to serve up information on request. The benefits of this dynamic delivery system are many:

- Meaningful interaction design based on the requests of users.
- Fewer pages to maintain.
- Simplified navigation.
- Content can be updated more frequently
- Overall site changes are easy to implement.
- An ability to establish more realistic metrics for measuring success.

Hand in hand with dynamic delivery is the ability of content providers to deliver text and graphical material in an efficient and effective manner. This proposal would implement a new publishing (CMS) system, which would provide for comprehensive content development workflow, including WYSIWYG editing and multiple editorial cycles.

This funding would be used to purchase a database-driven dynamic delivery system, hardware to host the new site and system and a content management system.

How Success is Measured:

Using web analytics and established metrics, the university will measure both the overall success of the site in terms of visits, session length, etc., and specific modules in terms of functionality and usability.

26 9057 *Student Retention Academic Success MSU Billings OTO*

MUS

This proposal would fund two staff positions for two years to specifically address issues related to the retention of new students enrolling at MSU-Billings. Students from high-attrition groups (under-prepared in math, writing and/or reading and minority students) would be provided mentoring through a College Transitions program. The College Transitions program would provide individualized services from the time of admission through the first year of coursework. Specific assistance would include financial aid counseling, academic advising, career planning, Freshmen Year Experience class, intrusive advising, and academic support services.

Retention Counselor:	\$37,500 per year for two years	= \$75,000
Mentoring Coordinator:	\$37,500 per year for two years	= \$75,000
Freshmen Year Experience Instructors:	12 @ \$1,200 per year for two years	= \$28,800
Communications/Training/Research:	\$10,000 per year for two years	= \$20,000
Total Request		<u>\$198,800</u>

HOW SUCCESS IS MEASURED:

Success will be measured by tracking and improving the retention and academic success of students to include grade point average and progress toward completion of a degree.

27 9058 *Construction Trades Equipment MSU Billings COT OTO*

MUS

To Equip New Construction Technology: Carpentry Program

Scaffolding, Ladders

Safety Equipment

Woodworking Equipment (Table and Band Saws, Routers, Jointers, Sanders, Shaper, Power Tools, Pneumatic Tools, Planers)

Dust Collection System

Skidsteer with attachments

Floor Installation Equipment

Surveying Equipment

Stair Systems/Lab Equipment

This equipment will provide the foundation for the new MSU-Billings Construction Technology: Carpentry program. Acquisition of the equipment will be essential to ensure the successful long-term viability of the program. The Montana Bureau of Labor and Statistics estimates a need for 9,500 newly trained construction workers in Montana over the course of the next ten years with nearly 6,000 in carpentry/building construction.

To Develop ACI (American Concrete Institute) Emphasis within the Construction Technology program

Forklift with attachments

Backhoe

Concrete Forms

Concrete Finishing Tools

This equipment will position the MSU-Billings COT to develop an ACI (American Concrete Institute) emphasis in its



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Priority EPP # Description

Construction Technology program. This will fulfill a regional workforce need as identified by the Montana BILT - Billings Local Advisory Committee. The local advisory committee which includes broad representation from commercial and residential construction firms around the Billings area have affirmed the need for skilled trade workers in all areas of construction particularly carpentry, concrete, finish concrete, roofing, framers, and finish carpenters. Students who complete the ACI program will find numerous employment opportunities in Billings and across Montana in industries including: construction companies, engineering companies, aggregate producers, pipe products, cement manufacturers, concrete masonry producers, and many other areas.

HOW SUCCESS IS MEASURED:

Students in this program will be prepared for entry level positions with the following skills: basic carpentry and building construction, blue print reading, understanding of building codes, estimating, site layout, concrete fundamentals, framing, interior and exterior finish, cabinet making and installation, and decks.

Students who complete the ACI program will find numerous employment opportunities in Billings and across Montana in industries including: construction companies, engineering companies, aggregate producers, pipe products, cement manufacturers, concrete masonry producers, and many other areas.

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MUS**

9059 *Speech Pathology Startup and Equipment UM Missoula OTO*

Currently, the State of Montana has no speech-language pathology programs. The result is that professionals in the field must be hired from out-of-state institutions. Because the salaries in the state at 48th in the nation, it is difficult to attract those out-of-state professionals to Montana so many of the positions in schools and elsewhere are difficult to fill. The Office of Public Instruction indicates that last year, public schools in Montana had 22 opening for speech pathologists and 21 of those positions were listed as very hard or difficult to fill. The demand for speech pathologists nationwide is also relatively high (according to the US Department of Labor the demand will grow @ 21%-35% through 2012 -- <http://www.bls.gov/oco/ocos099.htm>). The masters degree is the requisite level of national program accreditation and licensure in most states. This program will be designed to be ASHA accredited and prepare graduates for CCC-SLP certification. The program will be located in rooms in the basement of Curry Health Center that will need to be remodeled and equipped (see OTO Renovation Proposal). Total program startup cost for the biennium is \$650,000. The remaining OTO funds \$250,000 will come from the MUS system initiative for Related Health Care.

HOW SUCCESS IS MEASURED:

The program will enroll 15-20 students in Fall 2009. After two years (i.e. by Fall 2011), 10-15 students will graduate from the program. In subsequent years, 15-20 students will graduate from the program.

This proposal includes the ONE-TIME-ONLY Costs for FY08 to renovate the space for the program and to equip and supply the classrooms and clinical areas. In addition, funding for required library holdings is included. (Also please see Program Costs proposal).

HOW SUCCESS IS MEASURED:

Space and library holdings will be ready to admit to the program 15-20 students in Fall 2008.

**29
MUS**

9060 *Classrm Instruct. Tech./Disaster Recov MSU-Bz OTO*

\$600,000 of the \$1,000,000 will be utilized for Classroom Instruction Technology. High-profile enhancements to the information technology infrastructure of the campus will occur. The focus will be on improvement of the instructional program and student learning by means of expansion of campus wireless systems, additional identification of "smart" classrooms, and development of real-time student response systems.

\$400,000 of the \$1,000,000 will be utilized for an Off-Campus Disaster Recovery Site for a University-wide Administrative Information System. In September 2002 the four MSU campus IT directors developed the Disaster Recovery component of a Business Continuity plan for the MSU administrative information system, Banner. The plan had a cost of about \$500,000 as it was envisioned then, and that amount is now available in the ITC capital plan for expenditure in FY 2007. The 2002 plan assumed the use of an old, but not obsolete, computer, to be relocated to Billings, on which an up-to-date (within 15 minutes) copy of the Banner database would be maintained along with copies of MSU's Banner applications. Because funding for the plan was not immediately available in 2002, the aging server became obsolete and the window of opportunity for using it in this capacity passed. At the same time, the MSU IT environment has moved away from the use of a few large-capacity, multi-purpose servers toward a more secure, fault-tolerant, industry-standard model of using smaller servers for single purposes. This change has been positive, but it means that there is no longer a stream of large servers becoming available every few years on which a duplicate of the Banner system could be maintained. As a result, in order to implement a Disaster Recovery plan like that envisioned in our 2002 plan, we must add to the funding for the project an additional \$400,000 to purchase a server capable of meeting the need.

HOW SUCCESS IS MEASURED:



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Priority EPP # Description

For Classroom Instruction Technology, success is measured by student and faculty survey data, assessments by external reviewing bodies, and constituent input to the campus governance and advisory committee structures.

For the Disaster Recovery Site, the project will be successful if, by the end of the 2009 biennium, MSU has established and is operating effectively a remote disaster recovery site as part of a comprehensive business continuity plan. The remote disaster recovery site will provide adequate administrative system functionality to allow the university's core business processes to continue following the total shutdown of the Bozeman-based system.

Are there any external partners proposed to join in the funding of this initiative? If yes, please note proposed partners.

No for Classroom Instruction Technology.

Disaster Recovery Site -- No partners other than the four MSU campuses are currently involved. There is a possibility of involving Montana state government in the project, given that the university system and state government have common goals concerning disaster recovery and business continuity. Discussions on this topic between the MSU Chief Technology Officer and the state Chief Information Officer have begun, but no shared initiative has yet been identified or agreed to.

Is this proposal in place of something presently being done? If yes, please note activity that would cease once new proposal was initiated.

No for Classroom Instruction Technology.

Disaster Recovery Site -- No, this project will add a new layer of protection to the MSU administrative systems environment.

Can this proposal be absorbed into current services without additional funding?

No for Classroom Instruction Technology.

Disaster Recovery Site -- No, the MSU central IT infrastructure replacement plan fully commits the university's central IT funding to other projects whose immediate business impacts places them at a higher priority than disaster recovery.

Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)?

Classroom Instruction Technology -- To a limited degree, supported by tuition increases and program fees.

Disaster Recovery Site -- The project could be funded from tuition/fee increase revenues if that were the will of the Board of Regents. At present, it seems not to be the kind of project they wish to fund in that way.

Would this proposal be undertaken only with funding other than tuition?

Classroom Instruction Technology -- No, some support from tuition would be appropriate.

30
MUS

9061 Estab AAS of Fire & Rescue and AAS of Paramed OTO

The Fire and Rescue Program of the UM - Helena: Helena and Missoula campuses, formally proposes to utilize \$608,975 to establish their Fire & Rescue A.A.S. degree program in Kalispell at the Flathead Valley Community College and to support Flathead Valley Community College in the establishment of their Paramedicine A.A.S. degree program at the Missoula College of Technology campus in Missoula and the UM - Helena, College of Technology campus in Helena. The instructional materials utilized in both programs will be standardized at all three campuses as will critical personal protective, fire suppression, hazardous materials, emergency medical, instructional presentation equipment, and faculty computer support equipment.

1. NEED - Fire & Rescue

- A. \$148,000 - The most important piece of personal protective equipment in a structural firefighter's protective ensemble is the breathing apparatus that protects against toxic, thermal and oxygen deficiency hazards. The Helena campus currently owns eight BA's. They have been used by both UMH and the Helena Regional Airport's Aircraft Rescue and Fire Fighting training center. All of the BA's show unacceptable signs of wearing and have received only one required factory service check in over five years. Those machines do not meet current OSHA and NFPA standards. Forty-five machines will be purchased and split equally between the three campuses. Breathing apparatus are necessary for instruction delivery in nine courses totaling twenty-six credits which is slightly more than one-third of the credits needed to graduate in Fire & Rescue.
- B. \$65,475 - The next most important item of personal protective equipment in the structural firefighter's protective ensemble is Bunker Gear, which consists of helmet, and Aramid fiber coats and pants. UM - H



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Priority EPP # Description

- already provides rental bunker gear on both campuses for an affordable fee of \$105 per semester to those students that do not own their own or are provided to them by fire departments that they may serve in their home towns or close to the campuses they are attending. We will purchase forty sets for our rental pool to provide additional sets needed for the Kalispell campus and forecast expansion of the Helena and Missoula programs. This personal protective equipment will be utilized in the same classes as detailed in Item 1A.
- C. \$52,500 - The structural PPE is not usable in wildland firefighting due to their weight and buildup of heat within the ensemble. Structural firefighters in Montana must be cross trained in wildland firefighting because all Montana cities of the First and Second class have wildland responsibilities within their jurisdiction. On hundred fifty sets of Aramid fiber overpants and coats will be purchased in sizes that will cover the needs of students in all three campuses. Fire & Rescue students must take 20 credits in wildland fire related courses which equates to twenty-eight percent of the credits needed to graduate.
 - D. \$105,000 - The updating of instructional materials at the Helena and Missoula campuses and standardization of materials at all three campuses will be required to meet our goals of utilizing the best and most up-to-date materials in the latest electronic presentation forms.
 - E. \$65,000 - The Helena campus has not had access to a forestry fire truck for instructional purposes since the program chair removed a military surplus unit as being totally unsafe. The desired unit will be used and of recent manufacture. Units of this type are expected to be available in greater numbers than ever before as contracting requirements with federal agencies become more onerous. Such a truck should have a life expectancy of 20 years.
 - F. \$43,000 - To avoid having to contract for air cylinder recharges, the Helena campus needs a breathing air compressor to fill the breathing apparatus cylinders used in structural fire fighting, hazardous materials, and confined space rescue classes. Ordinary compressors cannot be used for breathing purposes due to high levels of oil and carbon monoxide that they produce.
 - G. \$30,000 - This sum is to purchase miscellaneous small equipment and tools for all three campuses such as ventilation fans, ventilation saws, rescue rigging, etc.

PARAMEDICINE

- H. \$70,000 - Flathead Valley Community College will purchase equipment, etc. for their Missoula and Helena programs to match the safety equipment, instructional materials, and medical equipment that they are currently using on their Kalispell campus.

HAZARDOUS MATERIALS

- I. \$30,000 - UM - Helena will procure equipment such as toxic gas monitors, Practice Level A, B & C suits, decontamination equipment, nonsparking tools, patch, plug, and sealing response kits and spill, containment and diking materials. The materials will be used to augment response training materials already available to our students in all three cities.

The proposed acquisitions will allow Paramedicine and Fire & Rescue programs to be taught on three campuses while meeting accreditation, OSHA and NFPA standards. This partnership will be unique and a model for efficient and practical establishment of degree programs that are standardized and meets the needs of Montana's fire service.

2. DESCRIBE THE PROGRAM

- A. The Fire & Rescue Program provides applied entry level career training for fire fighters and will also enhance career development for current fire service professionals in Montana.
- B. The Paramedicine program provides applied advanced level training to emergency medical providers and fire fighters and will also enhance career development to current EMS and fire service professionals in Montana.

3. ECONOMIC DEVELOPMENT & WORKFORCE NEEDS

- A. The presence of a well trained and equipped fire protection agency, whether career or volunteer, is always a positive factor in the economic development of the State of Montana.
- B. Any EMS or fire protection agency with employees who have graduates with an Associate of Applied Science degree tends to be more versatile, understanding and responsive to the needs of new technology and the changes that will be needed to accommodate the emergency service challenges caused by new economic growth.
- C. Current career fire & EMS providers are recognizing the need for an AAS degree in order to qualify for promotions.
- D. Volunteer fire & EMS providers are recognizing the value of an AAS degree in their volunteer activities.

4. ABILITY TO SUPPORT TRAINING WITH OTHER INSTITUTIONS

- A. The UM - Helena College of Technology is presently collaborating with the Missoula College of Technology and the Missoula Rural Fire Department. We can see no reason that a similar relationship cannot be



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Priority EPP # Description

- developed with Flathead Valley Community College and the Kalispell Fire Department.
- B. Our capacity is presently set at twenty-five first-year and twenty-five second-year students per campus and we believe that these numbers are realistic for the Kalispell program.
- C. Placement of graduates was not actively tracked in the past, but was started last year. Unlike other programs, graduates are not hired in the traditional manner of having employers come to the campus and recruit and interview job candidates. Instead the Fire & Rescue graduate must apply to career fire departments around the state and country for the ability to test for their positions. The testing consists of open competition between applicants from across the U.S. and Canada in physical agility, written and oral examinations and interview boards. Anecdotal information from the 2003, 4 & 5 graduation surveys and personal communication indicate 100% of our graduates are employed in a related field.
- D. Placement of paramedics is 100% of those willing to go where there are jobs. Presently there is a shortage of paramedics nationwide.
- E. Firefighter/Paramedics are in great demand and whose pay is greater than just a firefighter or paramedic.

5. MAINTENANCE AND INCREASE IN PERSONNEL

- A. Maintenance will be provided through general operating funds and will be performed on a regular basis as required by regulations.
- B. Additional adjunct instructors, a campus coordinators and advisors will be necessary but will be paid by tuition and general operating funds.

6. MATCH

- A. We estimate that for this grant, we will receive in-kind services estimated at \$101,000 resulting from affiliated fire and ambulance agency donation of the use of their vehicles and some other equipment.
- B. The purchase of a used structure engine by UM-H from a Washington state fire department will generate a match of \$70,000 which is the difference between the price paid and the appraised value of the truck.
- C. The match by price reductions or discounts is estimated to be \$45,000. However, this depends upon the purchasing process and the largess of the manufacturers.

7. COMMITMENT LETTERS

Letters of commitment will be provided after approval of this "request for proposal" and prior to release of funds.

31 9062 Educ. Technology & Distance Lrng - MSU ES OTO

MUS

MSU Extension is represented by 52 county Extension offices and five Indian reservation offices, as well as faculty on two research center stations. Current advancements in educational communication equipment provide opportunities for real time communication throughout the Extension organization and minimize the funds needed for travel. Equipping remote location offices with computer video cameras, speakers, microphones, software would permit one-to-one and group-to-group web conferencing. This request also allows for staff development and educational delivery of programs through the establishment of polycom communications at learning centers located strategically in the state.

Web conferencing will not replace the need for all travel, but should diminish the need for repeated travel for subject matter updates, committee meetings, campus and county faculty interactions and other training opportunities. Additionally, with advanced electronic communication it will be much easier to bring non-Extension and out of state specialists to various meeting sites at county Extension offices. Ongoing costs associated with maintaining the system can be offset with savings from decreased travel budgets.

HOW SUCCESS IS MEASURED:

Success will be measured by the number of off-campus web-conferencing sites established and the increased use of technology for program development and delivery. Also measured by decreased travel budgets and increased participation in staff development and educational outreach opportunities.

32 9063 CAFS Technology Apparatus - MSU FSTS OTO

MUS

FSTS lacks the new Compressed Air Foam System (CAFS) technology on our current training apparatus. Replacing an existing apparatus with a used apparatus with CAFS technology would allow FSTS to incorporate this technology into routine training academies for fire fighters. Current training apparatus has high mileage, engine hours and needs expensive repairs.

HOW SUCCESS IS MEASURED:

This is a capital replacement item. We will be successful if we are able to utilize the equipment for 20 years and provide hands on training for more than 2500 fire fighters with it.

Are there any external partners proposed to join in the funding of this initiative? If yes, please note proposed partners.



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Priority EPP # Description

No.

Is this proposal in place of something presently being done?

Only to the extent that we would be able to incorporate the new CAFS technology into existing training initiatives.

Can this proposal be absorbed into current services without additional funding?

No.

Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)?

No.

Would this proposal be undertaken only with funding other than tuition?

Yes.

33 9064 *Research Equip Match - MSU Ag Exp Station OTO*

MUS

DESCRIPTION OF NEW PROPOSAL: The Montana Agricultural Experiment Station conducts field, laboratory, and greenhouse research throughout the state. In order to conduct these diverse plant and animal research projects in agricultural and natural resource systems, MAES needs routine farm/ranch and state-of-the-art equipment to add to the state's economy through research activities. This would increase our research system capacity through enhanced efficiencies. The equipment list is prioritized and spans the high tech (e.g. centrifuges, cell sorting system, DNA sequencer) to the low, but necessary tech (e.g. trucks, trailers, tractors, manure spreader, balers) and is available upon request. In addition, many of the vehicles used to conduct field research are over 20+ years old. If Montana provides up to \$1.5 million (75%), MAES will provide \$0.50 million (25%) in hard dollar, match through grants, grant overhead, and replacement/renovation funds.

HOW SUCCESS IS MEASURED: Success will be measured through an increase in research program outputs that are adopted by stakeholders, thereby increasing efficiency and productivity, ultimately leading to improved farm/ranch and rural community economies. Fewer safety related incidents due to poor equipment will occur. More external funding will be obtained with the necessary infrastructure, thereby enhancing our ability to compete for other funding sources. More monies from these external grant sources would be available to hire students, and other employees since less grant monies would be needed to fix equipment and therefore could be used to conduct research.

34 9065 *Endowment for Rural Health Care OTO*

MUS

These One-Time-Only funds will be invested as an endowment to generate financial incentives to help Montana's smallest rural communities recruit healthcare providers and educators.

In the next 5-15 years, communities across Montana will generate a demand for literally hundreds of healthcare employees and teachers - each year; and, each year Montana's colleges and universities will graduate enough students to fill these position vacancies - but many of our outstanding graduates will leave the State to work elsewhere.

For many small, rural communities in Montana, healthcare facilities and schools are the lifeblood of the town's continuing vitality.

Sadly, Montana communities are facing incredible out-of-state competition for the recruitment of Montana's outstanding graduates. The following is a sample of average starting salaries for 2004 MSU-Bozeman graduates:

	In Montana	Out-of-State
Nursing (Baccalaureate)	\$ 40,057	\$ 47,381
Education (Elementary)	\$ 21,383	\$ 32,404

In the face of these salary discrepancies, our graduates must also confront the challenge of repaying their student loans. The average Student Loan amount in Montana is about \$17,000 upon graduation (2004) -- but Education and Nursing student debt is often much more than this because many students must relocate for their clinical experience and student teaching, and during these times they cannot hold jobs on top of their intensive work loads.

The earnings from this endowment will be used to provide recent graduates with \$4,000 annual incentive awards (or loan repayments) for the first five (5) years of their career, if the graduate accepts a healthcare or education position in one of Montana's smallest rural communities. [An average Endowment earnings rate of over 10% could provide \$250,000 per year for distributions, and another \$250,000 for an inflationary adjustment to the principal.]



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Priority EPP # Description

HOW SUCCESS IS MEASURED:

An increase in the percentage of MUS healthcare and teaching graduates who accept positions in Montana's smallest rural communities.

Are there any external partners proposed to join in the funding of this initiative? If yes, please note proposed partners.

None are proposed. But MSU is willing to pursue potential partnerships with hospitals, clinics, or other community businesses in Montana's smallest rural communities.

Is this proposal in place of something presently being done? If yes, please note activity that would cease once new proposal was initiated.

No.

Can this proposal be absorbed into current services without additional funding?

No.

Would this proposal be undertaken irrespective of additional state funding (i.e. 100% tuition funding)?

No.

Would this proposal be undertaken only with funding other than tuition?

Yes.

35 3001 **Community Colleges --Enrollment Growth**

MUS

Two of the state's three community colleges are projecting enrollment growth in the 2009 biennium. According to the community college's enrollment estimates, the campuses will serve an additional 276 full-time equivalent (FTE) students in fiscal year 2008 and 377 FTE students in fiscal 2009 compared to the actual number of FTE students served in fiscal year 2006. Approximately \$1.8 million additional general fund will be required to fund the current state's share of the cost of education for the additional students.

Note: This calculation does not include annualization of the 2007 biennium pay plan in the cost of education amount per resident student. The Office of the Commissioner of Higher Education will work with the Office of Budget and Program Planning to compute this amount.

36 3051 **Community Colleges -- MontanaWorks Scholarship Program OTO**

MUS

Many Montana Dependent students seek job training and affordable academic solutions at Montana's three community colleges. These students may already qualify for financial aid assistance, and many more may qualify but are not aware of access to current, unique opportunities for financial support at Community Colleges. Additionally, some dependent students who qualify for many traditional sources of financial aid still face a gap between the costs of their tuition and related expenses and what a financial aid package can fund. This pilot project seeks to fill that gap for students by creating a scholarship program to ensure that every qualifying Montana dependent student can count on full financial support for their training and education needs when they choose to attend Montana Community Colleges.

- This pilot project seeks to establish and promote an endowed scholarship program to fund out-of-pocket tuition costs for every Montana resident who wants to study at a Montana Community College and qualifies as a dependent student. Each student needs to meet basic academic standards, and seeks educational and training opportunities at one of Montana's three community colleges.
- This program would complement the existing Governor's postsecondary scholarship program.
- This proposal also includes limited funds for public service announcements and materials to promote the MontanaWorks Scholarship Program for Dependent Students.
- This scholarship program could be administered by Flathead Valley Community College for the benefit of Montana's three community colleges and promoted through joint efforts of the colleges and their partners. Tuition awards would be made for students to be used at a Montana community college of their choice.

Proposal Purpose:

- To ensure that every Montanan who meets dependent student criteria and chooses to attend a Montana community college of their choice for job training or access to education at any one of the state's three community colleges, receives full financial support for all out-of-pocket tuition costs.
- Additionally, this proposal ensures that Montana dependent students and their families are aware that financial support is available to cover all out-of-pocket expenses they may encounter as they seek access to job training and educational opportunities while relying on a Montana Community College.



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Priority EPP # Description

- To serve as a model that could be expanded to serve all Montana dependent students attending two-year postsecondary colleges.

Partners:

- Montana's three Community Colleges have established partnerships with K-12 school districts and the Montana University System and will continue to enhance these partnerships.
- The Office of the Governor of the State of Montana could assist with Public Service Announcements about this new opportunity for every Montana Dependent Student.

Measuring Our Success:

Success of this pilot project will be measured in the numbers of students who attend one of our three community colleges across the state and use the MontanaWorks Scholarship Program for Dependent Students to fund their expenses. Additionally, success can be measured in the numbers of inquiries about the MontanaWorks program which are generated as a result of Public Service Announcements.

How Funds Will Be Used:

One-time funds will be used to establish, promote and administer the scholarship fund.

37
MUS

3052 **Community Colleges -- Montana Distant Learning Project OTO**

For decades, Montana's community colleges have individually provided long-term training solutions and programs for our most remotely located residents and at risk communities who need access to job training and academic opportunities.

Additionally, Montana's three community colleges have also worked hard to partner with new businesses and industries who want to locate in Montana but need access to job training and curriculums to develop and support potential workers.

- This pilot project seeks to establish and promote one common platform among Montana's Community Colleges to maximize efficient delivery of distance learning coursework to remote sites across Montana, by making available immediately the complete suite of Montana Community College distance learning programs to assist every Montana worker and student who need access to job training and academic opportunities today.
- This project also addresses the unique needs of faculty and students engaged in distance learning programs by developing unique on-line advising consortiums to ensure every student greatest success.
- This project seeks to provide a laptop computer to each student who meets the basic requirements of distance learning programs to fully support their success in completing their coursework.
- This project can also provide a plan for phasing in Montana's Colleges of Technology for transparent integration into this statewide, comprehensive delivery of distance learning on a single platform from Montana's Community Colleges.

Proposal Purpose:

- To maximize the capacity of Montana's three community colleges to ensure that a comprehensive, cohesive, accessible distance learning platform is developed to promote the most efficient delivery of the entire suite of distance learning courses available at each Montana Community College and to all Montanans seeking job training and academic opportunities.
- Additionally, this proposal seeks to build in successful outcomes for students who enroll in distance learning programs by creating unique, on-line consortiums for faculty and students for advising and ongoing course support.
- Ultimately, this project delivers a suite of nimble, customized training and academic opportunities for all Montanans who seek access to job training and academic opportunities through on-line classrooms provided by the Montana Community Colleges, and highly responsive on-line consortiums to enhance advising and address the unique needs of advising students engaged in distance learning programs to maximize their opportunities for success.

Partners:

- Montana's three Community Colleges have established partnerships with K-12 school districts and will continue to enhance these partnerships.
- Additionally, the Montana University System and
- The Montana Chamber of Commerce
- The Office of the Governor of the State of Montana

Measuring Our Success:



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Priority EPP # Description

Success of this project will be measured in the numbers of students who participate in the statewide distance learning platform and complete degrees and programs.

How Funds Will Be Used:

One-time funds will be used to establish a common platform among Montana's three community colleges, to support faculty training for specialized advising for distance learning students, and to make available laptop computers with wireless technology for each new and qualifying student enrolled in an approved distance learning program. Funds will also be used to craft a blueprint to integrate Colleges of Technology in this common platform.

38 3053 **Community Colleges -- Dual Enrollment A Special Enrollment Project OTO**

MUS

This project seeks to leverage the Montana Community Colleges' role in increasing participation, retention and degree completion rates among Montana High School students and graduates by providing special financial awards to them to offset tuition costs at Montana Community College as they complete high school diploma requirements, while simultaneously acquiring transferable college credits prior to completion of a high school diploma.

- This pilot project establishes and promotes stipends for Montana High School students who qualify for a dual enrollment program at Montana Community Colleges. These stipends are designed to offset tuition costs.
- This project also addresses the unique support needs of dually-enrolled Montana high school students, by developing a comprehensive approach to their advising needs, the needs of college faculty and administration, parents, and high school instructors and administrators, to ensure the successful completion of high school diploma requirements and a seamless transition into Montana community colleges for additional training and academic preparation upon completion of their high school requirements.

Proposal Purpose:

To maximize the capacity of Montana's three community colleges to ensure that Dually-Enrolled Montana high school students succeed in completing their high school diploma requirements and seamlessly transition into Montana Community Colleges or the Montana University System for additional training and study.

Partners:

- Montana's three Community Colleges have established partnerships with K-12 school districts and will continue to enhance these partnerships.
- Additionally, the Montana University System and
- The Office of the Governor of the State of Montana could assist with Public Service Announcements about this new opportunity for every Montana Dependent Student.

Measuring Our Success:

Success of this pilot project will be measured in the numbers of students who participate in the Montana Community College Dually-Enrolled program and receive their high school diplomas. Additionally, success will be measured in the numbers of dually-enrolled students who are retained by Montana community colleges, schools and universities.

How Funds Will Be Used:

- One-time funds will be used to establish funds to provide stipends to Montana High School students who meet the basic requirements for the Dual Enrollment Project for Montana Students.
- Additionally funds will be used to develop advising programs for dually enrolled students.
- Support services will be funded for faculty and administrators to ensure each students success.

39 3054 **Community Colleges -- Deferred Building and Infrastructure Maintenance OTO**

MUS

This proposal seeks to fund primary maintenance needs for community college campus infrastructure and buildings; especially critical roof and flooring replacements. These replacements ensure Montana's Community Colleges experience fewer critical failures which can cause secondary damage including roof leaks, plumbing, electrical and technology failures, resulting in lost productivity and access for our students and the community.

Proposal Purpose:

- To maximize the capacity of Montana's Community Colleges by fully ensuring the integrity of our buildings and infrastructure are maintained at all times: including regular maintenance for flooring, roof replacement, security systems maintenance and upgrades and regular building maintenance is performed to minimize costly unexpected failures.

Measuring Our Success:

Success of this project will be measured in a reduced inventory of deferred major maintenance projects.



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Priority EPP # Description

How Funds Will Be Used:

One-time funds will be used to offset the costs of deferred maintenance among campus buildings. Additionally, these one-time funds will be used to upgrade and maintain campus wide security systems.

40 3055 **Community Colleges -- New Programs for Economic Development OTO**

MUS

Overview of Proposal:

Montana's three community colleges will continue their role in economic development, particularly in Montana's rural areas. In order to be vigorous participants in developing skills of emerging workers and expanding the skills of current workers, Montana's three community colleges would continue to develop new programming, both academic and workforce-based that focuses on expanding and enhancing Montana's current and emerging workforce.

Proposal Purpose:

This project seeks to enhance the ability of Montana's Community Colleges to help learners in our service areas better access educational programming despite being place or economic-bound. It also serves as the economic development engine through an educated and trained workforce for new and existing business and industry.

- This project will assist every Montana worker and student needing access to job training and academic opportunities and could also include developing new programs to meet the needs of the future.
- This project will support local ongoing economic development efforts including the recruitment of new businesses and industries into our service areas.
- This project will better meet the needs of existing and new businesses coming into the state by continuing to expand our workforce training programs.

Partners:

- K-12 School Districts
- Area business, industry and community leaders and elected officials
- The Montana Job Service
- The Montana University System and

How Funds Will Be Used:

One-time funds will be used to establish, administer and promote innovative training and workforce development projects focusing on economic development opportunities and workforce retraining issues in the areas served by Montana's three community colleges.

Educational Units Present Law Adjustments (only includes Missoula, other campuses would be similar.)

Priority EPP # Description

01

1 **Faculty Termination Costs**

MUS-PL

The University of Montana requests \$1,100,000 in the 2009 biennium for faculty termination costs. When faculty retire or terminate, they are paid for any unused accrued annual leave and 25% of unused accrued sick leave. In addition, a faculty member who was employed under a TRS retirement plan and elected to remain under TRS - rather than migrating to the ORP (optional retirement plan) - may (and usually does) elect an option which requires an additional payment from the University to TRS. These option costs may be as much as \$50,000 for an individual faculty.

Based on demographic analysis of the faculty complement, each campus has estimated the expected increase in termination costs (primarily faculty retirements.) These costs are increasing rapidly due to a high concentration of faculty whose age and years of service mean they will likely retire within the next few years.

Since these cost increases are unavoidable, students will be impacted through higher tuition rate increases if the proposed present law adjustment is not approved. Alternatively, educational quality will be impacted negatively if portions of the budget dedicated to instruction and/or other programs must be reallocated to cover these costs.

02

2 **Faculty Promotions**

MUS-PL

The University of Montana requests \$845,125 in the 2009 biennium for faculty promotions. Faculty become qualified for promotion through demonstrated professional growth and increasingly valuable contribution to the University in the areas of teaching, research/creative activity, and service. A faculty promoted from assistant professor to associate professor receives a promotion increase of \$2,500. Similarly, a faculty promoted from associate professor to professor receives a promotion increase of \$5,000.

The number of faculty promoted to associate professor is estimated to be 15 in FY 2008 and 15 in FY 2009 and the number of faculty promoted to professor is estimated to be 20 in FY 2008 and 20 in FY 2009.

Since these cost increases are unavoidable, students will be impacted through higher tuition rate increases if the



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proposed present law adjustment is not approved. Alternatively, educational quality will be impacted negatively if portions of the budget dedicated to instruction and/or other programs must be reallocated to cover these costs.

**03
MUS-PL**

3 Faculty Market/Merit Pay

The University of Montana requests \$1,280,657 in the 2009 biennium for market and merit pay adjustments for faculty. As many as 80 merit increases each year may be awarded for faculty whose performance exceeds established criteria. Additionally, market increases may be awarded to faculty who either receive written offers of employment from other institutions or present compelling evidence of their marketability.

This requests estimates that 10 faculty each year will receive market/merit pay increases. Since these cost increases are unavoidable, students will be impacted through higher tuition rate increases if the proposed present law adjustment is not approved. Alternatively, educational quality will be impacted negatively if portions of the budget dedicated to instruction and/or other programs must be reallocated to cover these costs.

**04
MUS-PL**

4 New Positions Added During FY 2007

The University of Montana requests \$745,000 in the 2009 biennium for new positions approved by the Regents in the 2007 biennium budget cycle that will be added in FY 07.

The additional services provided by these positions include:

Director, Masters of Public Health, 1.00 FTE - This position is required to fulfill the accreditation criteria for this program.

Assistant Professor, Environmental Law/Indian Law, 1.00 FTE - This position will help further education and increase diversity for Native Americans in the State.

Assistant Professor, Anthropology, 1.00 FTE - Increased enrollment in Anthropology requires another position in this department that already has very large classes.

Assistant Professor, Media Arts, 1.00 FTE - This position is required to maintain student-faculty ratios and desired quality of instruction.

Assistant Professor, Chemistry, .50 FTE - This an EPSCOR grant match; required to fulfill requirements under the grant.

Assistant Professor, Division of Biological Sciences, .50 FTE - This an EPSCOR grant match; required to fulfill requirements under the grant.

**05
MUS-PL**

5 Enrollment Growth Adjustment

The University of Montana requests \$255,408 state general fund in the 2009 biennium for the state portion of additional costs anticipated due to projected enrollment changes in FY 08 and FY 09 compared to the FY 06 actual enrollment.

The adjustment is calculated as the projected full-time equivalent enrollment in FY 08 compared to actual full-time equivalent enrollment in FY06, multiplied by \$1,888, which is the unit amount used by the legislature and executive branches to calculate the enrollment growth adjustment for the 2007 biennium. The calculation is also figured for FY 09, using the same \$1,888 per full-time equivalent student increase from FY 06.

**06
MUS-PL**

6 Library Inflation

The University of Montana requests \$1,103,632 in the 2009 biennium for a projected 7% per year inflationary increase in library materials.

The library collection is a core component of the academic program and keeping the collection current is an absolute in university planning and budgeting. Up-to-date serials and on-line subscriptions are a necessity to maintain a quality academic program. Both UM and MSU share core library systems and resources with the affiliated campuses, which has provided significant efficiencies and expanded offerings to all campuses.

The Montana University System budget-planning group consulted national library and book trade almanacs and databases to determine a reasonable inflation factor. The group chose to use EBSCO as the analysis is much more focused on actual cost patterns based on purchases required by academic customers. EBSCO uses historical price data and recent information received from publishers to project increases. According to EBSCO "the projected base price for academic and academic medical libraries is 7 - 9% for U.S. titles". Required foreign titles may be higher. EBSCO also suggests customers add a 2 - 4% cushion for budgeting purposes. Libraries that serve programs that are heavily weighted toward scientific and technical disciplines will have higher average price



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increases.

The budget-planning group is recommending a conservative 7% inflation factor to maintain current collections for the coming biennium.

EBSCO is a worldwide leader in providing information access and management solutions through print and electronic journal subscription services, research database development and production, online access to more than 150 databases and thousands of e-journals. EBSCO has been serving the library and business communities for more than 60 years. Additional information on EBSCO Industries is available from www.ebscoind.com.

07
MUS-PL

7 **Contract/Classified Employee Market/Merit Pay**

The University of Montana requests \$830,645 in the 2009 biennium for base increases in market and merit pay adjustments for contract and classified employees. Merit increases are awarded based on approved employee performance criteria. While specific implementation may vary from campus to campus, all merit awards must be consistent with MUS policy. Market increases are awarded based on competing offers or demonstrated evidence of marketability or inequity. The amount of the request is based upon 0.5% of base salaries each year. The funds will be set aside in a market and merit salary pool and used for salary increases for employees meeting market and merit criteria.

Since these cost increases are unavoidable, students will be impacted through higher tuition rate increases if the proposed present law adjustment is not approved. Alternatively, educational quality will be impacted negatively if portions of the budget dedicated to instruction and/or other programs must be reallocated to cover these costs.

08
MUS-PL

8 **CEO Pay Increase**

The University of Montana requests \$97,120 in the 2009 biennium for the salary increase authorized by the Board of Regents policy 802.8, Salaries of the Commissioner of Higher Education and Campus Chief Executive Officers. This policy was approved by the board with the intent to establish salaries of campus chief executive officers with consideration for external competitiveness and internal pay equity within the Montana University System.

The Commissioner of Higher Education conducted a salary survey of the presidents of following institutions of higher education: the University of Idaho, Idaho State University, the University of Wyoming, the University of North Dakota, North Dakota State University, the University of South Dakota and South Dakota State University. The Commissioner included the salaries of the presidents of The University of Montana (UM) and Montana State University (MSU) in determining the average regional presidential salary.

Effective October 1, 2006, the salaries of the Commissioner of Higher Education, the UM and MSU Presidents, the Chancellors, and the Deans of the Great Falls and Helena Colleges of Technology have been established as follows. The salaries of the Presidents of UM and MSU are 90% of the average regional presidential salary determined by means of the survey. The salary of the Commissioner of Higher Education is 105% of the salaries of the UM and MSU Presidents. The respective salaries of the Chancellors and the Deans of the Great Falls and Helena Colleges of Technology have been established on an individual basis at the discretion of the President of the affiliated university, in view of the President's assessment of relative responsibilities, performance, market factors, and service with the University System, subject to Board of Regents approval. The salaries of the Chancellors have been established within a range of 75% to 90% of the salaries of the UM and MSU Presidents. The salaries of the Deans of the Great Falls and Helena Colleges of Technology have been established within a range of 60% to 75% of the salaries of the UM and MSU Presidents.

09
MUS-PL

9 **IT Fixed Costs Increase**

The University of Montana requests \$371,008 in the 2009 biennium for projected increases in information technology (IT) fixed costs including contractual software licenses and maintenance agreements, hardware maintenance agreements, and Internet service costs.

Cost increases for IT software license support and other fixed costs cannot be avoided by the university. If sufficient budget authority is not provided for rising IT costs, funds must be reallocated from other university information technology operational funds in order to pay them. As a result, fewer funds are available for implementation of critical information technologies and other computerized operational efficiencies for the university. This impacts all students, campus departments, and the state's desire for economic development from the university system.

This request includes the support and maintenance budget for software licenses. Most of the companies increase their mandatory license support fees by set percentages each; others just raise the rates without any notice and a few do not increase their rates very often. The support covers applications, operating systems, programmer tools, security certificates, and development licenses. It also includes mandatory patches and updates, and telephone and web communications to software company help desks and technical programmers.



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This request also includes hardware maintenance agreement costs and Internet costs. The Internet costs include data circuits and ISP services for Commodity Internet, Internet 2, and the State's SUMMITNET II charges.

FY 2008 and FY 2009 IT fixed costs are projected to increase an average of 6 % each year.

11
MUS-PL

11 Utilities Inflation

The University of Montana requests \$1,950,200 in the 2009 biennium for projected cost increases in utilities.

Utility cost increases cannot be avoided by the university. If sufficient budget authority is not provided for rising utility rates, funds must be reallocated from other university departmental budgets in order to pay utility bills. As a result, fewer funds are available for maintenance, instruction, and student services.

Natural Gas

Commodity prices for Tier 1 & 2 gas were estimated from AECO-C futures pricing obtained from Jetco. Transmission and distribution (T&D) inflation was based on estimates obtained from Northwestern Energy (NWE). UM's consumption includes normalization estimated from NWE Tier 1 test-year data.

Firm gas inflationary assumptions were based on estimates obtained from the applicable energy suppliers. UM's consumption includes normalization estimated from NWE Tier 1 test-year data.

This present law adjustment includes inflation and weather normalization to the university's FY 2006 natural gas expenditure base.

Electricity

Inflationary assumptions were based on estimates obtained from Northwestern Energy (NWE). Consumption estimates include 1% per year growth.

This present law adjustment includes inflation and consumption growth to the university's FY 2006 electricity expenditure base.

Other Utility Costs (Water/Sewer/Garbage/Storm Water)

This request includes water/sewer and garbage collection/landfill fees. Inflationary assumptions were based on estimates obtained from local providers.

12
MUS-PL

12 New Space

The University of Montana requests \$457,864 in the 2009 biennium for additional operating expenses relating to new space for the following buildings:

Building Name	S/F	Leg. Approval	Occupancy Date
Gilkey	17,000	1	8/08
Interdisciplinary	6,000	58th	9/08
Native American Study Ctr.	20,000	59th	8/08

1 The Gilkey Building was approved in a letter from the Governor dated 11/02/05.

Costs associated with the buildings are for operation and maintenance and include expenditures for utilities, general maintenance, and custodial services.

13
MUS-PL

13 Other Operating Expense Inflation

The University of Montana absorbed a base reduction in other operating expense of \$1,463,984 in the 2007 biennium in order to balance the budget in the face of an enrollment shortfall which manifested a tuition decrease of \$3,397,854 and an appropriation reversion of \$687,232. The resulting base projection for FY08/09 operating expenses (accounting for a 2.5% per annum inflation applied to the FY07 adjusted budget projection) yields a base expense reduction of \$802,432 when compared to the FY06 budgeted amount.

15
MUS-PL

15 Mandatory Fee Waiver Cost Increase Utilization

The University of Montana requests \$1,752,732 in the 2009 biennium for the projected increase in the utilization of mandatory fee waivers.

Fee waivers that are considered mandatory include fee waivers authorized in 20-25-421, MCA, Board of Regents Policy 940.13, and as required in collective bargaining agreements. Mandatory



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fee waivers include: Montana Indians, veterans, war/peace officer orphans, prisoners of war, senior citizens, custodial students, faculty & staff, university employee dependents, community colleges, high school honors, and national merit. Utilization increases are based upon campus enrollments projections and the anticipated increase in the number of qualifying students.

16
MUS-PL

16 *Non-Mandatory Fee Waiver Cost Increase*

The University of Montana requests \$1,702,309 in the 2009 biennium for the projected increase in the utilization of non-mandatory fee waivers.

Fee waivers that are considered non-mandatory include fee waivers authorized in 20-25-421, MCA, and Board of Regents Policy 940.13. Non-mandatory fee waivers include: discretionary resident, discretionary non-resident, resident athletics, and non-resident athletics. Utilization increases are due to campus based decisions authorizing additional waivers to implement campus based enrollment objectives or initiatives.



Montana University system
Present Law Adjustments 2009 Biennium
Current Unrestricted

FY 2008																	
	Faculty Termination Costs	Faculty Promotions	Faculty Market/Merit Pay	New Positions added during FY 2007	Enrollment Growth Adjustment	Library Inflation	Classified Market/Merit Adjustment	CEO pay	IT Fixed Costs	Utilities	New Space	Other Operating	Mandatory Fee Waivers	Non-Mandatory Fee Waiver	Miscell.	Contingency	Grand Total
MSU																	
Bozeman	598,378	283,423	219,811	600,000	135,936	468,471	169,171	48,560	105,351	675,054		(264,438)	1,048,286	570,872	41,249	138,478	4,838,612
Billings	5,655	109,824	63,367		241,664	42,660	48,081	53,167	30,000	182,454	199,936	655,703	133,571			820,000	2,586,082
Northern	(55,000)	39,826	21,526		14,292	16,835	16,272	63,293	6,809	107,077		(236,432)	153,122	40,074		153,750	341,444
Great Falls COT	25,000	87,865	19,759		459,294	11,805	13,373	44,878	16,410	34,862	132,412		45,701	21,547	57,535	204,539	1,174,980
Ag. Exp.	90,854	9,731	20,260						2,508	81,287	108,305	194			57,341		370,480
Ext. Services		13,098		82,000								47,856			42,189		185,143
Fire Services Training												10,320			449		10,769
UM																	
Missoula	400,000	338,139	522,937	372,500	104,104	409,678	326,829	48,560	155,885	899,500	-	(533,615)	819,356	717,149		1,094,244	5,675,266
MT Tech	50,000	93,702	42,113	30,464	69,592	13,021	25,108	47,785	55,656	126,517	44,313	306,435	134,059	108,690		95,273	1,242,728
Western	15,000	37,801	18,868		25,110	16,656	21,820	55,858	6,205	38,300	97,365		65,113	73,808		83,247	555,151
Helena COT	10,000	28,899	24,876		44,736	11,225	16,223	44,793	4,642	7,700	83,211	25,869	15,327	4,716		93,785	415,002
Forestry		3,992	5,411				1,004			304		920					11,631
Bureau of Mines	30,000	13,484					9,196		203		22,756	(2,097)					73,542
Total Educational Units	1,049,033	1,019,479	933,257	1,002,964	1,094,728	990,351	635,877	406,894	380,958	2,071,474	557,237	(46,478)	2,414,535	1,536,856	98,784	2,683,316	16,829,265
Total Research Agencies	120,854	40,305	25,671	82,000	-	-	10,200	-	2,711	81,591	131,061	57,193	-	-	99,979	-	651,565
Grand Total	1,169,887	1,059,784	958,928	1,084,964	1,094,728	990,351	646,077	406,894	383,669	2,153,065	688,298	10,715	2,414,535	1,536,856	198,763	2,683,316	17,480,830
FY 2009																	
State Share if the % (80%) remains the same as what was used in the 2007 biennium to calculate PLA.																	13,984,664
MSU																	
Bozeman	648,378	447,041	448,111	600,000	149,152	682,309	344,438	48,560	183,136	823,465		(8,242)	1,082,140	570,872	41,249	141,940	6,172,549
Billings	11,480	156,125	129,178		317,184	63,043	97,845	53,167	61,800	238,065	208,183	810,074	161,904			840,500	3,148,548
Northern	(50,000)	60,932	43,910		14,292	25,385	33,114	63,293	44,969	122,282		(215,251)	217,670	56,480		157,594	574,670
Great Falls COT	25,000	124,214	40,473		591,454	14,731	27,213	44,878	19,495	44,298	264,864		53,369	29,215		204,667	1,483,871
Ag. Exp.	121,828	10,100	41,230						4,097	86,850	110,846	34,801			82,182		491,934
Ext. Services		15,353		82,000								55,261			64,623		217,237
Fire Services Training												12,885			1,231		14,116
UM																	
Missoula	700,000	506,986	757,720	372,500	151,304	693,954	503,815	48,560	215,123	1,050,700	457,864	(268,727)	933,378	985,160		1,121,600	8,229,937
MT Tech	50,000	140,604	85,935	30,464	69,592	26,953	51,095	47,785	94,408	174,617	155,903	361,329	213,180	173,174		97,655	1,772,694
Western	15,000	49,527	38,527		30,774	24,614	38,350	55,858	8,289	45,300	119,677		68,531	73,808		85,329	653,584
Helena COT	10,000	28,899	35,930		65,749	14,140	22,079	44,793	7,020	11,500	140,821	42,147	17,685	7,074		99,712	547,549
Forestry		6,337	8,592				2,042			464		4,132					21,567
Bureau of Mines	30,000	31,072					18,333		419		91,025	6,503					177,352
Total Educational Units	1,409,858	1,514,328	1,579,784	1,002,964	1,389,501	1,555,129	1,117,949	406,894	614,240	2,510,227	1,347,312	721,330	2,727,857	1,895,783	41,249	2,748,997	22,583,402
Total Research Agencies	151,828	62,862	49,822	82,000	-	-	20,375	-	4,616	87,314	201,871	113,582	-	-	148,036	-	922,206
Grand Total	1,561,686	1,577,190	1,629,606	1,084,964	1,389,501	1,555,129	1,138,324	406,894	618,756	2,597,541	1,549,183	834,912	2,727,857	1,895,783	189,285	2,748,997	23,505,608
State Share if the % (80%) remains the same as what was used in the 2007 biennium to calculate PLA.																	18,804,486
Biennial Total																	
MSU																	
Bozeman	1,246,756	730,464	667,922	1,200,000	285,088	1,160,780	513,609	97,120	288,487	1,498,529		(272,680)	2,110,426	1,141,744	82,498	280,418	11,011,161
Billings	17,135	265,949	192,545		558,848	105,703	145,926	106,334	91,800	420,519	408,119	1,465,777	295,475			1,660,500	5,734,630
Northern	(105,000)	100,758	65,436		28,584	42,220	49,386	126,586	51,778	229,359		(451,683)	370,792	96,554		311,344	916,114
Great Falls COT	50,000	212,079	60,232		1,050,748	26,536	40,586	89,756	35,905	79,160	397,276		99,070	50,762	57,535	409,206	2,858,851
Ag. Exp.	212,682	19,831	61,490						6,605	168,137	219,151	34,995			139,523		862,414
Ext. Services		28,451		164,000								103,117			106,812		402,380
Fire Services Training												23,205			1,680		24,885
UM																	
Missoula	1,100,000	845,125	1,280,657	745,000	255,408	1,103,632	830,644	97,120	371,008	1,950,200	457,864	(802,342)	1,752,734	1,702,309		2,215,844	13,905,203
MT Tech	100,000	234,306	128,048	60,928	39,974	39,974	95,570	150,064	200,134	200,216	200,216	667,764	347,239	281,864		192,928	3,015,422
Western	30,000	87,328	57,395		55,884	41,270	60,170	111,716	14,494	83,600	217,042		133,644	147,616		168,576	1,208,735
Helena COT	20,000	57,798	60,806		110,485	25,365	37,302	89,586	11,662	19,200	224,032	68,016	33,012	11,790		193,497	962,551
Forestry		10,329	14,003				3,046			768		5,052					33,198
Bureau of Mines	60,000	44,556					27,529		622		113,781	4,406					250,894
Total Educational Units	2,458,891	2,533,807	2,513,041	2,005,928	2,484,229	2,545,480	1,753,826	813,788	995,198	4,581,701	1,904,549	674,852	5,142,392	3,432,639	140,033	5,432,313	39,412,667
Total Research Agencies	272,682	103,167	75,493	164,000	-	-	30,575	-	7,227	168,905	332,932	170,775	-	-	248,015	-	1,573,771
Grand Total	2,731,573	2,636,974	2,588,534	2,169,928	2,484,229	2,545,480	1,784,401	813,788	1,002,425	4,750,606	2,237,481	845,627	5,142,392	3,432,639	388,048	5,432,313	40,986,438
State Share if the % (80%) remains the same as what was used in the 2007 biennium to calculate PLA.																	32,789,150